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ABSTRACT

In an effort to provide on a continuous basis information on the growth and development of Detroit's preschool students, a procedure for "Preschool Progress Reports" was implemented. The procedure requires teachers to record classroom observations of all students' skills three times during the school year on preprinted scan sheets, which are then returned to a central office for processing. Skills are measured in four major categories: social/emotional development; physical development (gross motor skills and fine motor skills); health, safety, and nutrition; and cognitive development. Schools receive two copies of progress reports for each student, one to place in his or her portfolio and one for parents. This study analyzed results from October 2001 progress reports. The study found that over 50 percent of students were rated regularly in 28 of 58 observed behaviors. A majority of students attained the highest ratings in social/emotional development, gross motor skills, and health, safety, and nutrition. Fine motor skills and cognitive development were areas in which the most students were least likely to receive the highest rating. (Appendices present data tables and figures for each of the skills.) (EV)

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Report of
The Detroit Public Schools

PRESCHOOL PROGRESS DISTRICT REPORT SUMMARY
FALL 2001

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The Detroit Public Schools
PRESCHOOL PROGRESS DISTRICT REPORT
Fall 2001
Executive Summary

Purpose and Description of Program

In an effort to provide information on the growth and development of the District's preschool students on a continuous basis, the scannable Preschool Progress Report procedure was implemented. The reporting procedure is a joint effort of the offices of ***Early Childhood Education, Student Information Systems***, and ***Research and Evaluation.*** It allows the classroom teacher to record classroom observations of skills demonstrated by all students three times during the school year. The observations are recorded on preprinted scan sheets for all preschool students enrolled in the District. Following the recording procedure, the scan sheets are returned to the central office for processing. The results are then printed and distributed to the schools. Each teacher receives two copies of a summarized progress report form for each student. A colored report is given to parents. A plain white report remains with the teacher to be placed in the child's portfolio. This process is repeated during the fall, winter, and spring of each school year.

Methodology

One hundred seventy-seven sites, housing preschool and Head Start classrooms, received pre-coded and blank Preschool Progress Report scan sheets. Scan sheets were distributed by the *Office of Research and Evaluation* during the week of October 22, 2001. The Preschool Progress Report scan sheets consisted of 58 skills contained within four major categories or domains that included, Social/Emotional Development, Physical Development (Gross Motor Skills and Fine Motor Skills), Health, Safety, and Nutrition, and Cognitive Development. The skills included those noted in national, state, and local standards.

Teachers and Principals also received written instructions that specified rating all preschool students in applicable areas. After completion, scan sheets were to be hand delivered to the central office on or before October 31, 2001. Six thousand two hundred fifty-five sheets were returned by the scheduled date, properly completed, and successfully processed.

Findings

Over 50 percent of the students were rated regularly in 28 of 58 observed behaviors (48.28%). The major areas in which the majority of students attained the highest ratings include Social/Emotional Development and Physical Development (Gross Motor Skills), and Health, Safety, and Nutrition. Physical Development (Fine Motor Skills) and Cognitive Development are the two major domains in which most students were least likely to receive the highest rating.

The Preschool Progress Report provides data on student performance in various areas of learning. This information is useful to teachers and administrators for planning and revising programs aimed at increasing the level of proficiency in all areas of growth and development. Parents also benefit from the information, in that they will be better informed regarding the progress of their children during their preschool years.

Detroit Public Schools

PRESCHOOL PROGRESS DISTRICT REPORT

Fall 2001

In an effort to provide information on the growth and development of the District's preschool students on a continuous basis, the scannable Preschool Progress Report procedure was implemented. This reporting procedure is a joint effort of the offices of ***Early Childhood Education, Student Information Systems***, and ***Research and Evaluation***. It allows the classroom teacher to record classroom observations of skills demonstrated by all students three times during the school year. The observations are recorded on preprinted scan sheets for all preschool students enrolled in the District. Following the recording procedure, the scan sheets are returned to the central office and are processed. The results are then printed and distributed to the schools. Each teacher receives two copies of a summarized progress report form for each student. A colored report is given to parents. A plain white report remains with the teacher to be placed in the child's portfolio. This process is repeated during the fall, winter, and spring of each school year.

Information generated by the Preschool Progress Report allows the District to meet various requirements mandated by state and federal funding agencies, parents, teachers, administrators, special interest groups, and other outside agencies. Data describing student growth are made available on the district level, building level, and classroom level, as well as for individual students. Progress by program or funding source is available. Analyses of student progress for those children enrolled in Title I classrooms, Head Start classrooms, and Michigan School Readiness (MSRP) classrooms may be accessed. Growth in various skills can be compared by time of day or session in which students are enrolled. These sessions include morning (AM), afternoon (PM), and full day (FD).

Methodology

The offices of Early Childhood Education, Student Information Systems, and Research and Evaluation developed the Preschool Progress Report scan sheets. Scan sheets were pre-coded for all preschool students enrolled in the District. Blank sheets were also provided if informational errors were found on the pre-coded sheets or if some students were not provided with pre-coded scan sheets.

During the week of October 22, 2001, the Office of Research and Evaluation distributed pre-coded and blank scan sheets to 177 sites. Teachers were asked to complete one scan sheet for each preschool student. Following completion, schools and centers were requested to hand deliver the scan sheets to the Office of Research and Evaluation on or before October 31, 2001. Six thousand two hundred fifty-five scan sheets were returned by the specified date, completed correctly, and successfully processed.

Description of the Instrument

The Preschool Progress Report scan sheet, a fifty-eight item observational checklist, is a tool that can be used by teachers to record the status of their preschool students in four areas of development. During the fall, winter, and spring, parents will be informed on the skills that are "Regularly," "Sometimes," or "Not Yet" demonstrated by their children. Teachers and administrators will be provided with information needed to adjust their programs to ensure that students achieve maximum growth.

The four domains or primary areas of classroom learning and experience included on the progress report scan sheet follow.

- Social/Emotional Development
- Physical Development (Fine Motor Skills and Gross Motor Skills)
- Health, Safety, and Nutrition
- Cognitive Development

Within each domain, identified skills are listed. These skills include those noted in national, state, and local standards. Teachers were instructed to rate their students in each skill, if applicable, as having demonstrated the skill "Regularly," "Sometimes," or "Not Yet." If a skill or behavior is not applicable or has not been introduced, it was not to be rated.

Analysis of Data

The District Summary Report, Fall 2001 serves as baseline data. The report reflects observations of the performance of all preschool students from the beginning of the school year to end of October 2001. As indicated by a number of teachers, some students may not have completed two months of instruction. Student transfers between schools, centers, classrooms, and other circumstances may have impacted the level student progress as well as the total number of reports processed. The District Summary provides an overview of the progress of 6,255 preschool and Head Start students.

Overall performance ratings in all categories are presented in the summary, entitled "Average Overall Student Performance". For the category, Social/Emotional Development, the following behaviors were observed. The number in parenthesis indicates the percent of students "Regularly" demonstrating the behaviors.

- Participates in classroom activities (70.12%)
- Shows initiative/makes choices (61.69%)
- Plays with others (73.08%)

- Cooperates with others (64.75)
- Demonstrates respect (70.71%)

In summary, students were most frequently rated with "Regularly" in "Participates in classroom activities," "Shows initiative/makes choices," "Cooperates with adults," "Plays with others," and "Demonstrates respect," while the skills of "Expresses feelings appropriately" and "Solves problems" and were least likely to receive a rating of "Regularly." See Figures 2 through 5.

In the area of Social/Emotional Development, an average of 3,743 students (59.84%) "Regularly" demonstrated mastery. On average, just fewer than two thousand students (1,975 or 31.57%) sometimes demonstrated the skills and four hundred seventy-two students (7.55%) "Not Yet" demonstrating the behaviors. An average of un-rated students totaled 1.04% (N=65). See Table 1 and Figure 1.

Student performance ratings in skills observed in Physical Development (Gross Motor Skills) follow. The number in parenthesis indicates the percent of students "Regularly" demonstrating the behaviors.

- Walks (94.58%)
- Runs (89.26%)
- Jumps (82.48%)
- Hops (68.31)
- Throws (59.68%)
- Kicks (52.33%)

In summary, the skills of "Walks," "Runs," "Jumps," "Hops," "Throws," and "Kicks" were most likely to be rated "Regularly." "Catches and "Bounces" were skills in which students were least likely to receive a rating of "Regularly." See Figures 5 through 9.

Of the 6,255 observed preschoolers, an average of 4,150 (66.34%) were rated "Regularly" for the Physical Development (Gross Motor) Skills. An average of 1,308 students (20.91%) were rated as "Sometimes" demonstrating the skills. An average of 644 students (10.30%) were rated as "Not Yet." An average of 2.45% of students (N=154) were un-rated. See Table 1 and Figure 1.

In the category of Physical Development (Fine Motor Skills), students were rated on the seven skills listed below. The percent in parenthesis indicate those children rated "Regularly" for each behavior.

- Demonstrates eye/hand coordination by using puzzles, blocks, and manipulatives (61.28%)
- Holds and manipulates crayons, pencils, and brushes (61.20%)
- Scribbles (69.37%)

- Draws lines (58.02%)

In summation, skills listed as "Demonstrates eye/hand coordination by using puzzles, blocks, and manipulatives," "Holds and manipulates crayons, pencils, and brushes," "Scribbles," and "Draws lines" are the behaviors most frequently rated as "Regularly" demonstrated. Student observations were least likely to be rated as "Regularly" demonstrated in the skills labeled "Draws circles," "Copies shapes," and "Holds and uses scissors." See Figures 9 through 13.

In the area of Fine Motor skills, an average of 3,035 students (48.52%) received a rating of "Regularly." An average of 30.16% of students (N=1,887) were rated as "Sometimes" demonstrating the behaviors. An average of 1,143 students (18.28%) were rated as "Not Yet" showing evidence of performing the skills listed. Un-rated students totaled 3.05% of the total number of students (N=191). See Table 1 and Figure 1.

In the domain of Health, Safety, and Nutrition, those children most likely rated as "Regularly" demonstrating the behaviors are listed below. The majority of the students were rated "Regularly" in all behaviors. See Figures 13 and 14.

- Dresses self (71.67%)
- Cares for biological needs (87.11%)
- Cares for possessions (75.01%)

In total, an average of 4,875 students (77.93%) were rated "Regularly." The average number of students rated as "Sometimes" demonstrating the behaviors totaled 1,074 (17.16%). A mean of 214 students (3.43%) were listed as "Not Yet" having demonstrated the behaviors. Those students un-rated in the areas averaged 1.48% (N=92). See Table 1 and Figure 1.

Cognitive Development was divided into four parts due to the rating system employed. The largest group of skills listed under the Cognitive Development domain includes those that are listed below. The percents represent those students rated as "Regularly" demonstrating the behaviors.

- Responds to own name (90.54%)
- States first name (88.20%)
- States last name (57.38%)
- States full name (52.82%)
- States age (73.73%)
- Follows directions (52.10%)
- Demonstrates ability to listen to stories, poems, rhymes, or music (59.98%)
- Handles books appropriately (61.20%)

- Converses with adults (58.29%)
- Converses with other children (68.36%)

In summation, most children were most likely to receive a rating of "Regularly" in the areas of "Responds to own name," "States first name," "States last name," "States full name," "States age," "Follows directions," "Demonstrates ability to listen to stories, poems, rhymes, or music," "Handles books appropriately," "Converses with adults," and "Converses with other children." Students were least likely to be rated as "Regularly" in the areas of "Recognizes own first initial in print," "Recognizes own first name in print," 'Recognizes own last name in print," "Describes pictures, objects, or events in some detail," Describes pictures, objects, or events in great detail," "Duplicates a one-attribute pattern with direction," "Duplicates a one-attribute pattern independently," "Sorts objects with direction," "Sorts objects independently," and "Counts objects." See Figures 17,18, 21, 22, 23, and 24.

In summary, an average of 3,022 students (48.31%) were rated as having "Regularly" demonstrated the skill areas listed above. An average of 1,591 students (25.43%) were rated as "Sometimes" demonstrating skill areas. An average of 1,497 students (23.93%) were rated as "Not Yet" having demonstrated the behaviors. One hundred forty-six students (2.33%) were un-rated. See Table 1 and Figure 1.

In the Domain of Cognitive Development (Colors) students were least likely to be rated as demonstrating the ability to identify 6+ colors, specifically described as, "Matches basic colors," "Points-to basic colors," and "Names basic colors." See Figures 25 and 26.

In summary, an average of 2,727 students (43.60%) were rated as demonstrating an ability to match, point-to, and name 6+ colors. An average of two thousand forty-two students (32.65%) were rated as demonstrating an ability to match, point-to, and name 2 to 5 colors. An average of one thousand two hundred fourteen students (19.40%) were rated as demonstrating an ability match, point-to, and name 0 to 1 basic color. An average of 4.35% of students (N=272) were un-rated. See Table 1 and Figure 1.

In the area of Cognitive Development (Shapes/Numerals), students were least likely to be rated as demonstrating an ability to identify 4+ shapes and numerals. The specific behaviors that were observed included matching, pointing-to, and naming 4+ shapes and numerals. See Figures 50 to 55.

An average of 1,592 students (25.45%) were rated as demonstrating an ability to match, point-to and name 4+ shapes and numerals. An average of 1,864 students (29.80%) were rated as demonstrating an ability to match, point-to, and name 2 to 3 shapes and numerals. An average of 2,354 students (37.64%) were rated as demonstrating an ability to match, point-to, and name 0 to 1 shapes and numerals. An average of 445 students (7.11%) were un-rated. See Table 1 and Figure 1.

In the area of Cognitive Development (Letters) students were least likely to be rated as demonstrating an ability to identify 10+ letters. The specific behaviors observed included matching, pointing-to, and naming. See Figures 29 and 30.

In summary, an average of 883 students (14.11%) were rated as demonstrating an ability to match, point-to, and name ten or more letters. An average of one thousand seventeen students (16.26%) were rated as demonstrating the behaviors of matching, pointing-to, and naming 6 to 9 letters. An average of 3,899 students (62.33%) were rated demonstrating the behaviors of matching, pointing-to and naming 0 to 5 letters. An average of 456 students (7%) were un-rated. See Table I and Figure 1.

A district-wide analysis of teacher ratings of skill mastery by preschool students for individual items listed on the progress report can be found in the appendix.

Conclusion and Recommendations

As presented in the "Overall Average Student Performance" analysis and in the analysis of individual item ratings, of the 58 skills listed, the majority of the students were rated highest in 28 skills (48%). The major areas in which the majority of students attained the highest ratings include Social/Emotional Development, Physical Development (Gross Motor Skills), and Health, Safety, and Nutrition.

The Preschool Progress Report, Fall 2001 provides an overview of observed behaviors. The skill ratings provide a snapshot of children's preschool entry levels. The observations provide valuable baseline data that will help teachers plan appropriately and determine areas of learning that require more or less attention. Teachers, parents, and administrators are also provided with a point of reference that can be used to determine the areas in which students are demonstrating gains in various skill areas.

For the up-coming observation periods, teachers will be provided additional time for completing and returning progress report scan sheets. They will receive extensive in-service training that will clarify the rationale used for implementing the program, proper procedures used for completing and returning scan sheets, and the expected protocol applied to the distribution of parent reports. They will also be provided with ideas on how best to use progress report data in their classrooms.

Students are expected to demonstrate gains, in observed learning areas, that will appear on the winter 2002 Preschool Progress report. It is anticipated that the spring report will reflect even higher gains in observed behaviors. If gains in demonstrated skills are not observed, from one period of observation to the preceding period, teachers and administrators will be better prepared to diagnose areas of weakness and began to tailor their instructional programs to the specific needs of all their students.

Average Overall Student Performance

Table 1

SOCIAL / EMOTIONAL DEVELOPMENT	Regularly	Sometimes	Not Yet	Blanks
Participates in classroom activities	4386	1642	182	45
Shows initiative / makes choices	3859	1931	416	49
Plays with others	4571	1462	172	50
Cooperates with adults	4050	1901	253	51
Demonstrates respect	4423	1534	238	60
Expresses feelings appropriately	2966	2465	735	89
Solves problems	1947	2889	1309	110
Average	**3743**	**1975**	**472**	**65**
PHYSICAL DEVELOPMENT				
Gross Motor Skills				
Walks	5916	247	50	42
Runs	5583	518	105	49
Jumps	5159	763	221	112
Hops	4273	1318	496	168
Throws	3733	1555	766	201
Catches	2631	2216	1225	183
Kicks	3273	1836	909	237
Bounces	2628	2010	1381	236
Average	**4150**	**1308**	**644**	**154**
Fine Motor Skills				
Demonstrates eye/hand coordination by using puzzles blocks and manipulatives	3833	1998	329	95
Holds and manipulates crayons pencils, and brushes	3828	1945	337	145
Scribbles	4339	1508	220	188
Draws lines	3629	1769	771	86
Draws circles	3036	1873	1205	141
Copies shapes	1416	2163	2463	213
Holds and uses scissors	2027	2432	1586	210
Manipulates a computer mouse	2170	1404	2235	446
Average	**3035**	**1887**	**1143**	**191**
Health, Safety, and Nutrition				
Dresses self	4483	1357	287	128
Cares for biological needs	5449	610	128	68
Cares for possessions	4692	1254	228	81
Average	**4875**	**1074**	**214**	**92**
COGNITIVE DEVELOPMENT				
Responds to own name	5663	471	54	67
States first name	5517	439	246	53
States last name	3589	1041	1556	69
States full name	3304	1050	1779	122
States age	4612	823	738	82
Recognizes own first initial in print	2978	1166	1888	223
Recognizes own first name in print	3116	1300	1711	128
Recognizes own last name in print	992	873	4086	304
Follows directions	3259	2563	364	69
Demonstrates ability to listen to stories, poems, rhymes, or music	3752	2067	363	73
Handles books appropriately	3828	1946	380	101
Converses with adults	3646	2010	545	54
Converses with other children	4276	1629	287	63
Describes pictures, objects, or events in some detail	2088	2366	1644	157
Describes pictures, objects, or events in great detail	860	1692	3511	192
Duplicates a one-attribute pattern with direction	1861	2084	2028	282
Duplicates a one-attribute pattern independently	843	1608	3490	314
Sorts objects with direction	2727	2305	1075	148
Sorts objects independently	1425	1991	2648	191
Counts objects	2094	2393	1543	225
Average	**3022**	**1591**	**1497**	**146**
Cognitive Development (Colors)	**5+**	**2 to 5**	**0 to 1**	**Blanks**
Matches basic colors	3103	1897	958	297
Points to basic colors	2599	2138	1262	256
Names basic colors	2479	2092	1421	263
Average	**2727**	**2042**	**1214**	**272**
Cognitive Development (Shapes/Numerals)	**4+**	**2 to 3**	**0 to 1**	**Blanks**
Matches shapes	2258	2045	1542	410
Points to shapes	1544	2277	2007	427
Names shapes	1299	2167	2369	420
Matches numerals	1946	1559	2277	473
Points to numerals	1211	1640	2919	485
Names numerals	1295	1496	3012	452
Average	**1592**	**1864**	**2354**	**445**
Cognitive Development (Letters)	**10+**	**6 to 9**	**0 to 5**	**Blanks**
Matches letters	1209	1139	3450	457
Points to letters	659	1022	4098	476
Names letters	780	891	4148	436
Average	**883**	**1017**	**3899**	**458**

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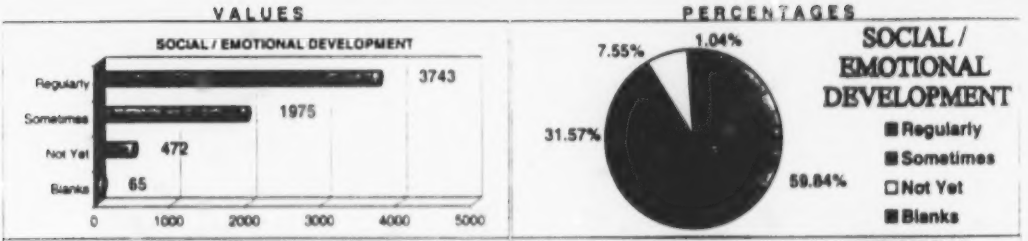

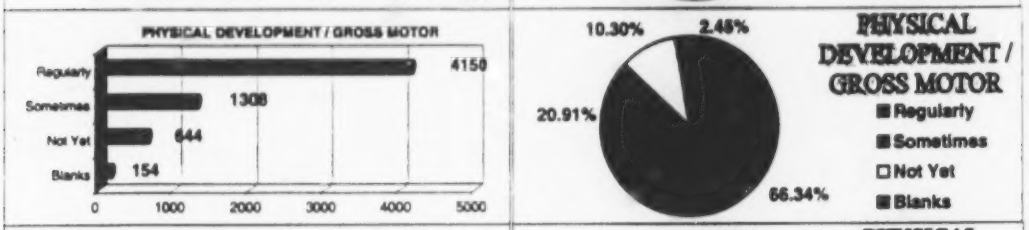

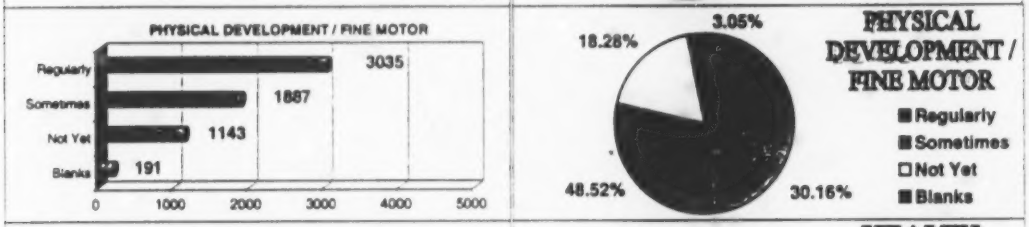

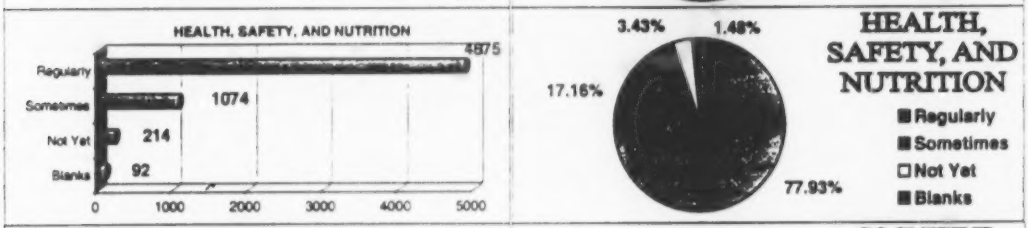

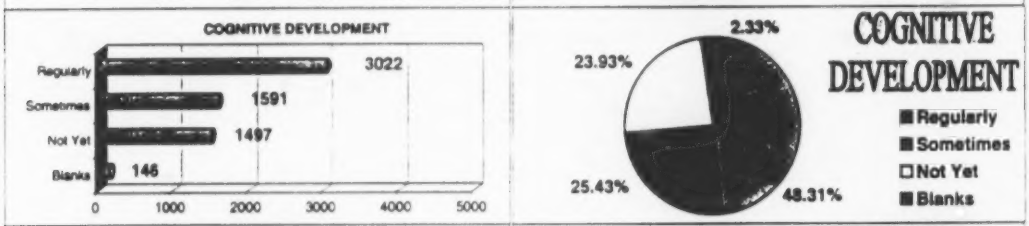

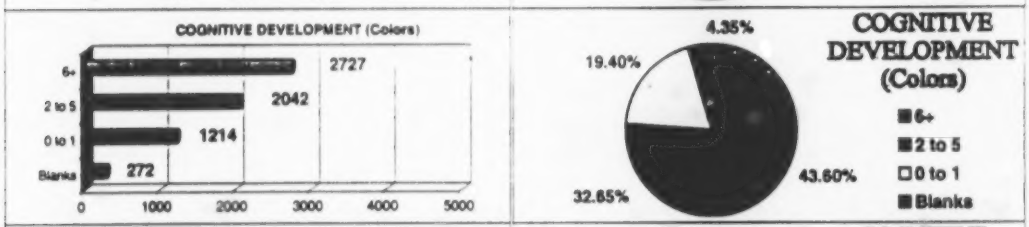

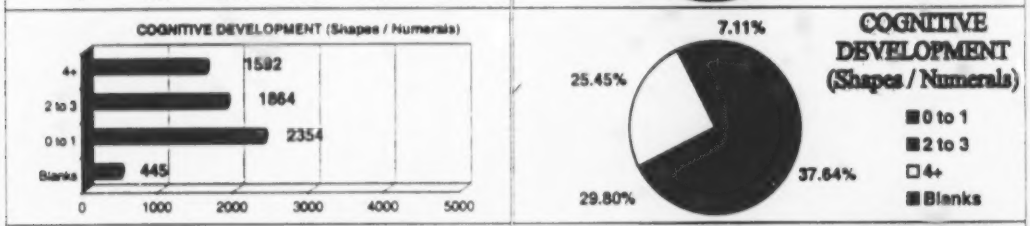

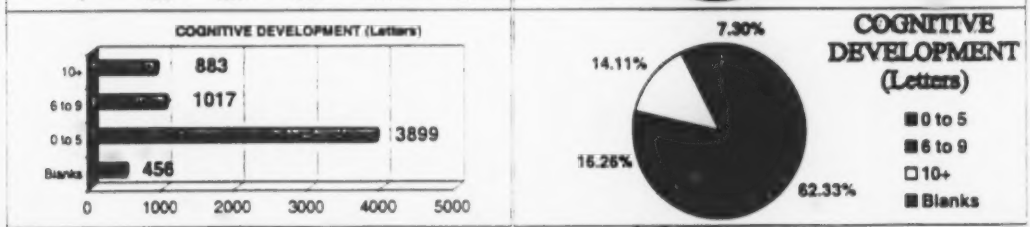

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Appendix

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- Figure 5: Item 7 and Item 8
- Figure 6: Item 9 and Item 10
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Figure 2

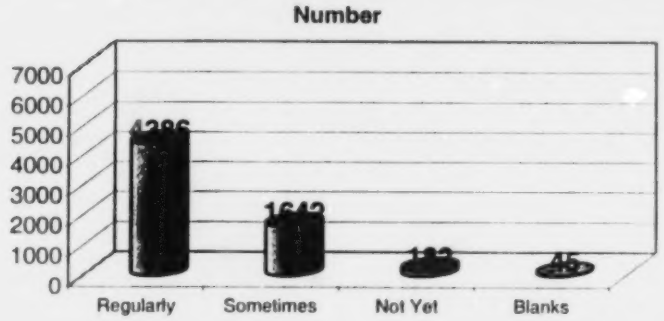
Detroit Public Schools

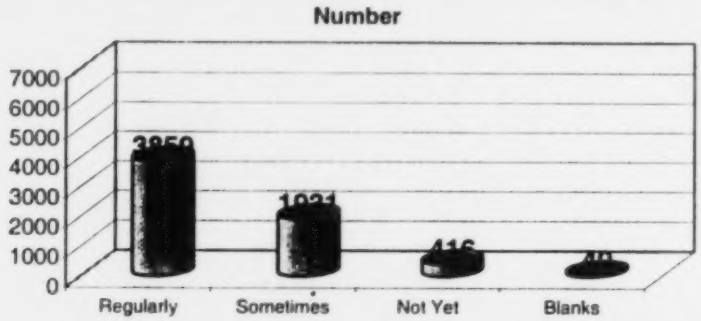
PRESCHOOL PROGRESS REPORT

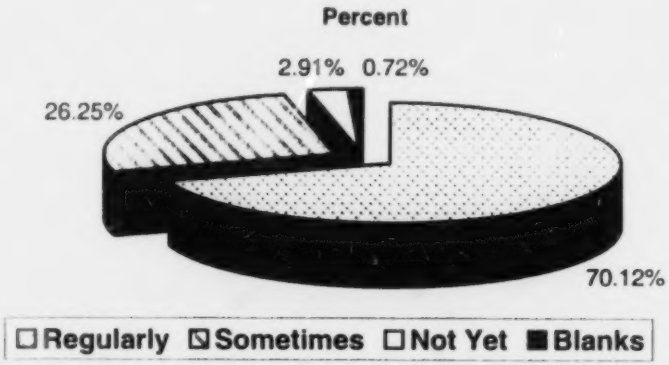
District Summary
Fall, 2001

Item 1	Assessment	Number	Percent
Participates in classroom activities	Regularly	4386	70.12%
	Sometimes	1642	26.25%
	Not Yet	182	2.91%
	Blanks	45	0.72%
	Total	6255	100.00%

Item 2	Assessment	Number	Percent
Shows initiative / makes choices	Regularly	3859	61.69%
	Sometimes	1931	30.87%
	Not Yet	416	6.65%
	Blanks	49	0.78%
	Total	6255	100.00%







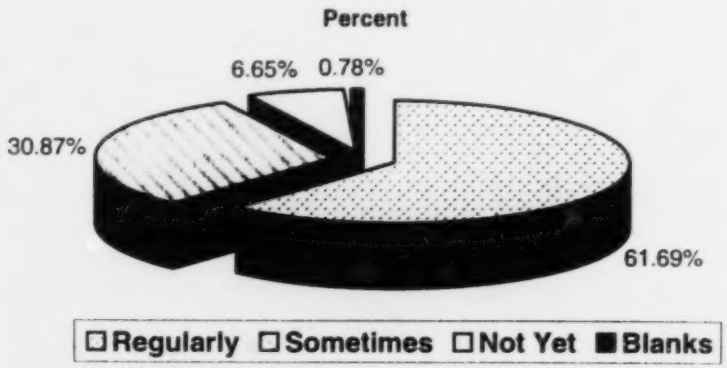


Figure 3

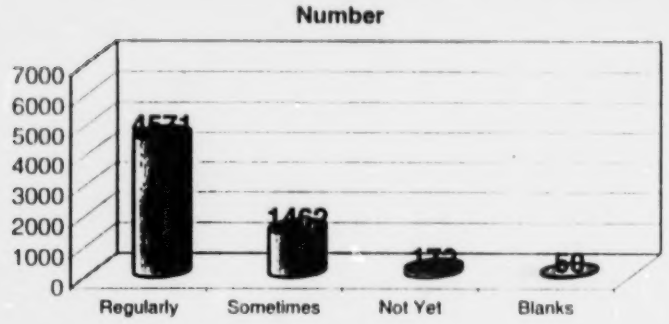
Detroit Public Schools

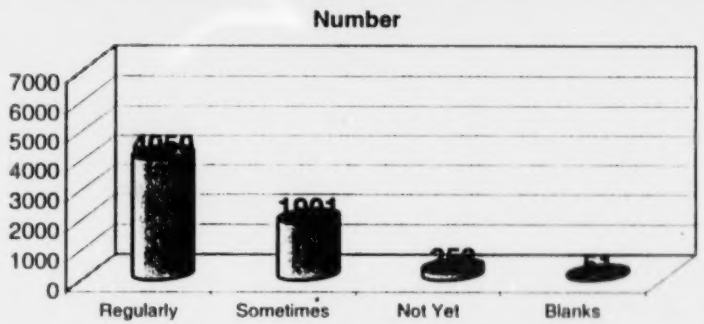
PRESCHOOL PROGRESS REPORT

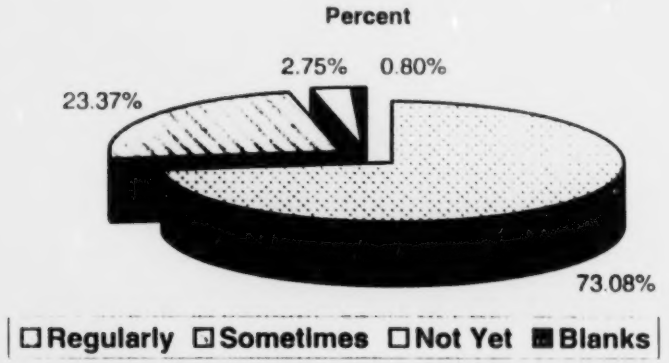
District Summary
Fall, 2001

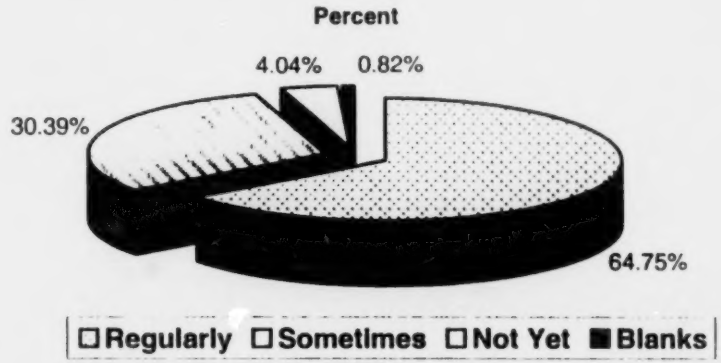
Item 3	Assessment	Number	Percent
Plays with others	Regularly	4571	73.08%
	Sometimes	1462	23.37%
	Not Yet	172	2.75%
	Blanks	50	0.80%
	Total	6255	100.00%

Item 4	Assessment	Number	Percent
Cooperates with adults	Regularly	4050	64.75%
	Sometimes	1901	30.39%
	Not Yet	253	4.04%
	Blanks	51	0.82%
	Total	6255	100.00%









Office of Research and Evaluation
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Figure 4

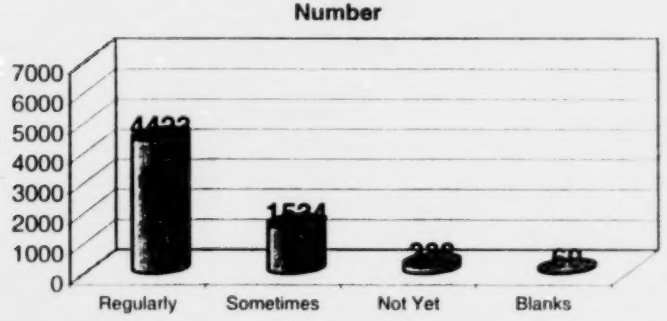
Detroit Public Schools

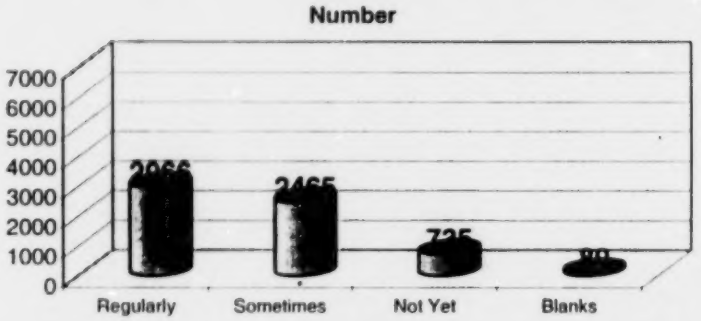
PRESCHOOL PROGRESS REPORT

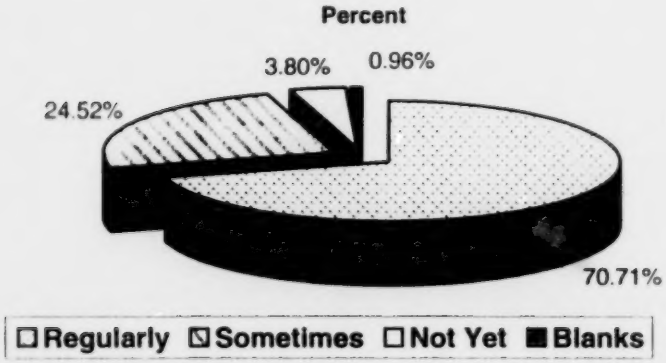
District Summary
Fall, 2001

Item 5	Assessment	Number	Percent
Demonstrates respect	Regularly	4423	70.71%
	Sometimes	1534	24.52%
	Not Yet	238	3.80%
	Blanks	60	0.96%
	Total	6255	100.00%

Item 6	Assessment	Number	Percent
Expresses feelings appropriately	Regularly	2966	47.42%
	Sometimes	2465	39.41%
	Not Yet	735	11.75%
	Blanks	89	1.42%
	Total	6255	100.00%







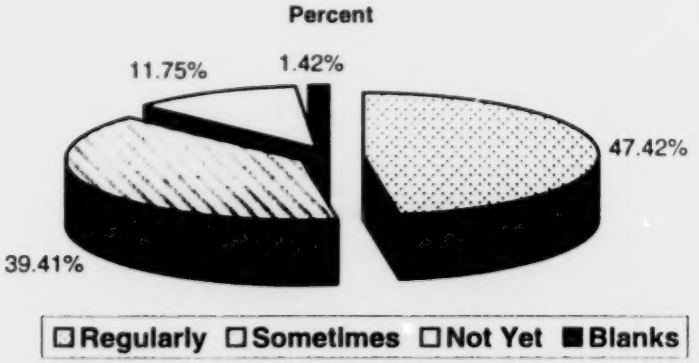


Figure 5

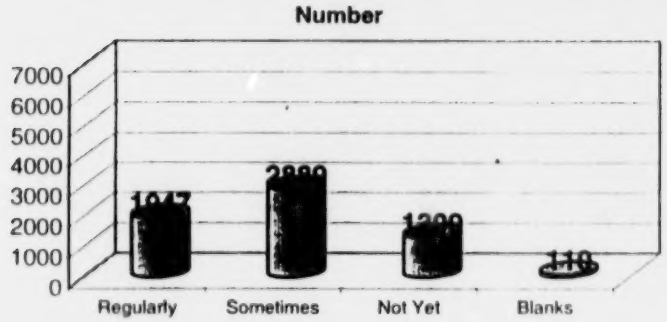
Detroit Public Schools

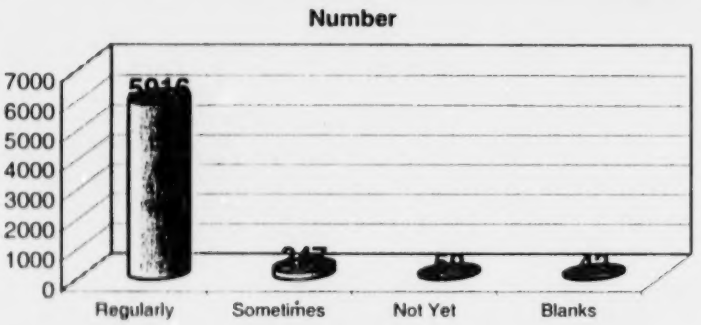
PRESCHOOL PROGRESS REPORT

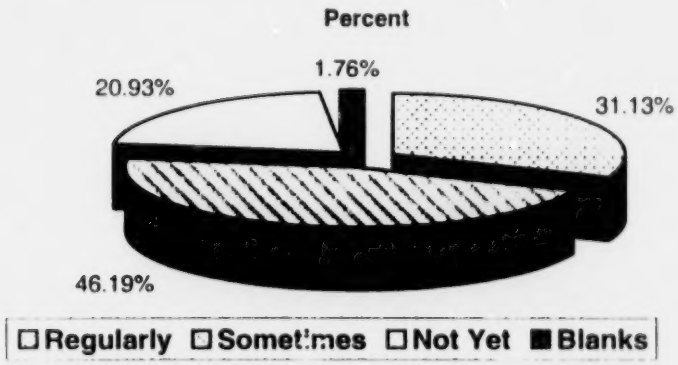
District Summary
Fall, 2001

Item 7	Assessment	Number	Percent
Solves problems	Regularly	1947	31.13%
	Sometimes	2889	46.19%
	Not Yet	1309	20.93%
	Blanks	110	1.76%
	Total	6255	100.00%

Item 8	Assessment	Number	Percent
Walks	Regularly	5916	94.58%
	Sometimes	247	3.95%
	Not Yet	50	0.80%
	Blanks	42	0.67%
	Total	6255	100.00%







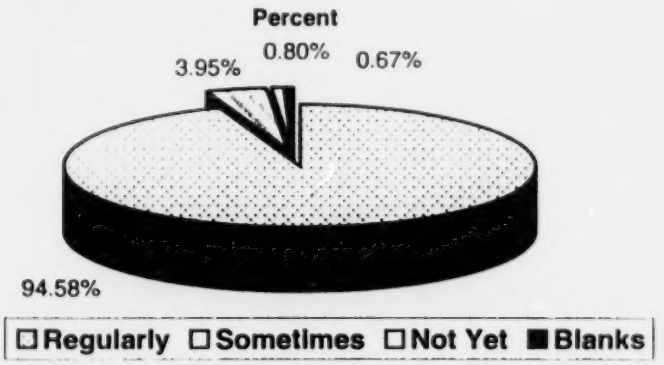


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Figure 6

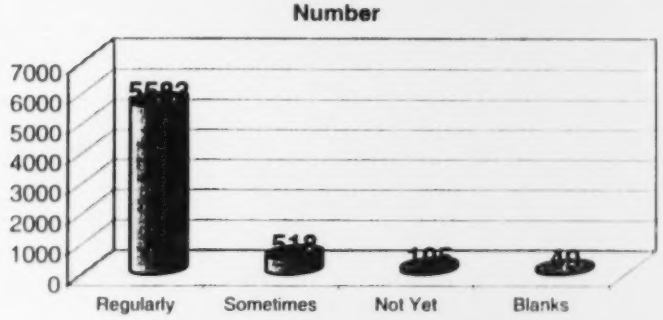
Detroit Public Schools

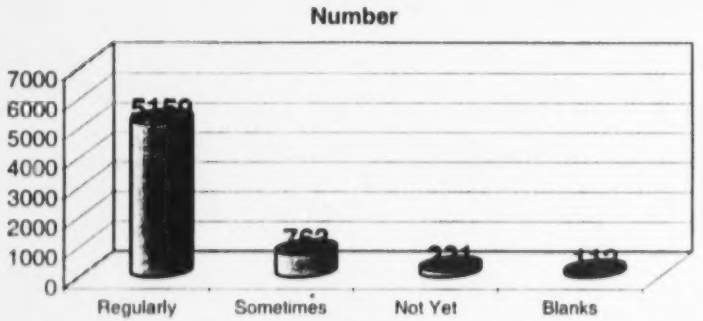
PRESCHOOL PROGRESS REPORT

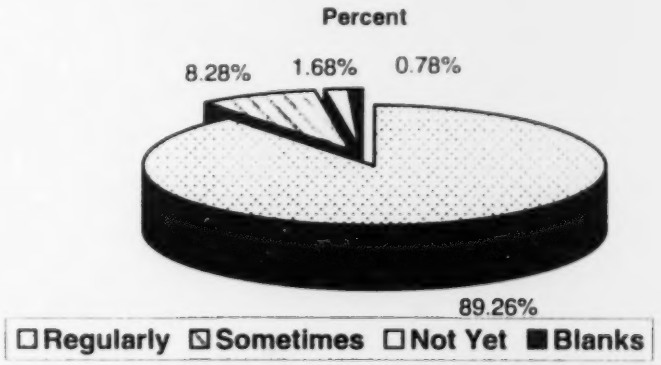
District Summary
Fall, 2001

Item 9	Assessment	Number	Percent
Runs	Regularly	5583	89.26%
	Sometimes	518	8.28%
	Not Yet	105	1.68%
	Blanks	49	0.78%
	Total	6255	100.00%

Item 10	Assessment	Number	Percent
Jumps	Regularly	5159	82.48%
	Sometimes	763	12.20%
	Not Yet	221	3.53%
	Blanks	112	1.79%
	Total	6255	100.00%







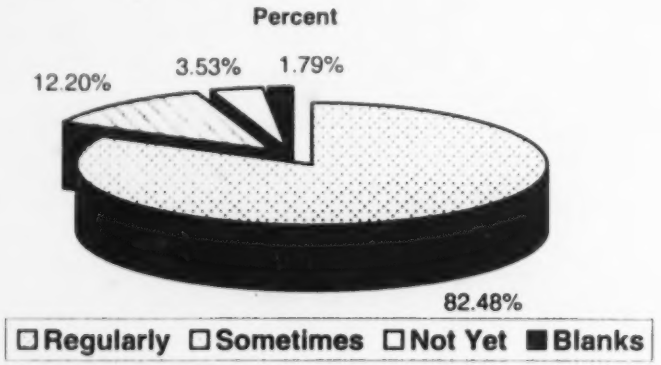


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Figure 7

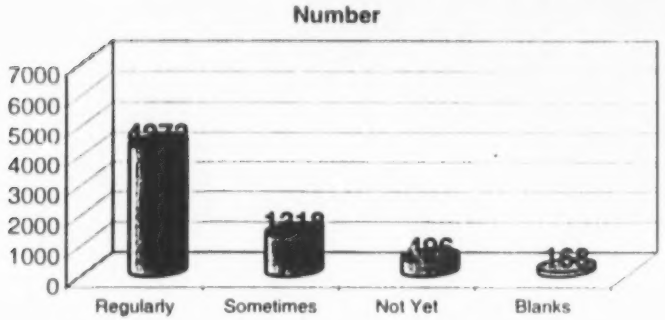
Detroit Public Schools

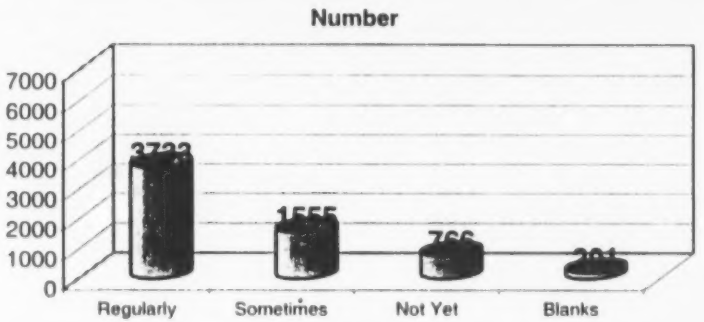
PRESCHOOL PROGRESS REPORT

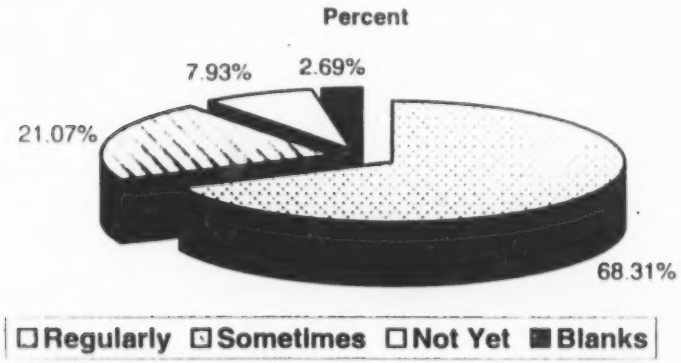
District Summary
Fall, 2001

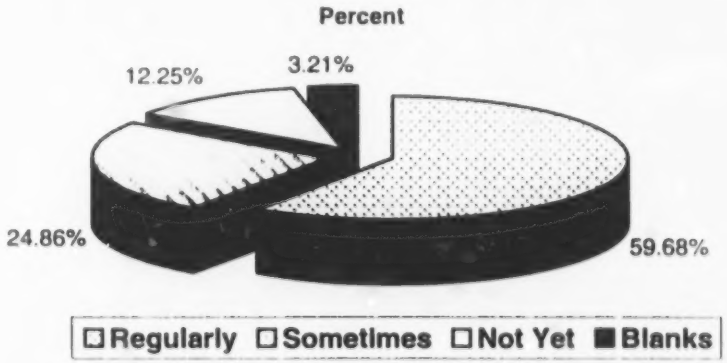
Item 11	Assessment	Number	Percent
Hops	Regularly	4273	68.31%
	Sometimes	1318	21.07%
	Not Yet	496	7.93%
	Blanks	168	2.69%
	Total	6255	100.00%

Item 12	Assessment	Number	Percent
Throws	Regularly	3733	59.68%
	Sometimes	1555	24.86%
	Not Yet	766	12.25%
	Blanks	201	3.21%
	Total	6255	100.00%









Office of Research and Evaluation
JW / JK, 1/3/02

Figure 8

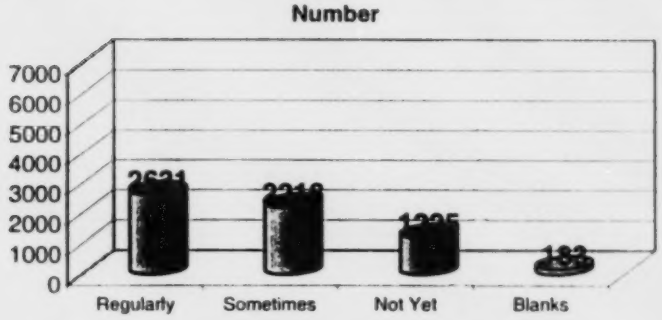
Detroit Public Schools

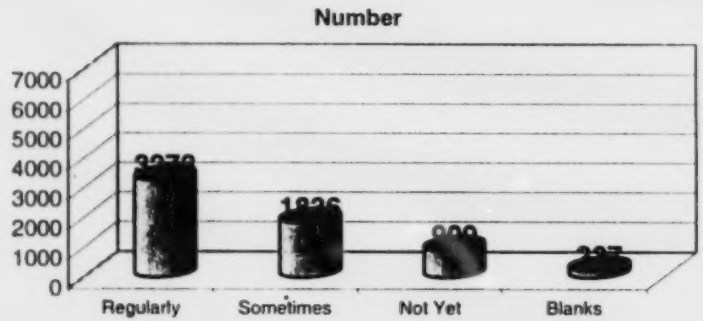
PRESCHOOL PROGRESS REPORT

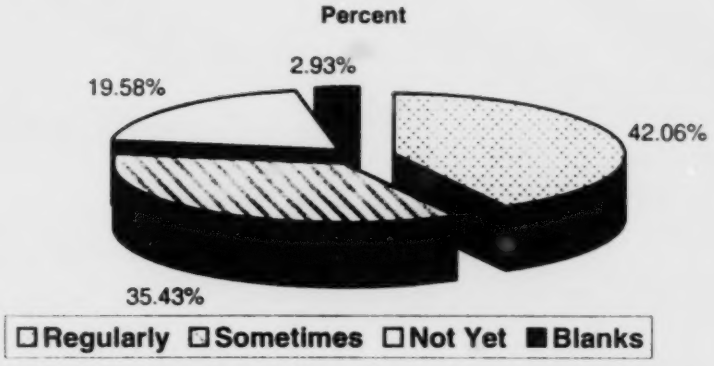
District Summary
Fall, 2001

Item 13	Assessment	Number	Percent
Catches	Regularly	2631	42.06%
	Sometimes	2216	35.43%
	Not Yet	1225	19.58%
	Blanks	183	2.93%
	Total	6255	100.00%

Item 14	Assessment	Number	Percent
Kicks	Regularly	3273	52.33%
	Sometimes	1836	29.35%
	Not Yet	909	14.53%
	Blanks	237	3.79%
	Total	6255	100.00%







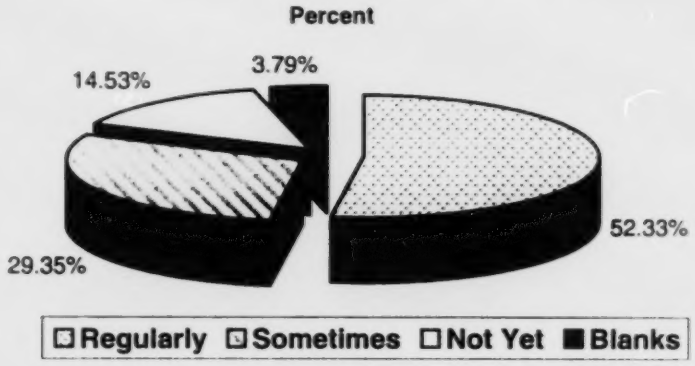


Figure 9

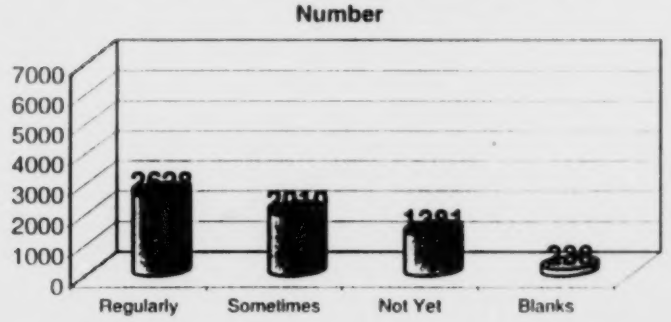
Detroit Public Schools

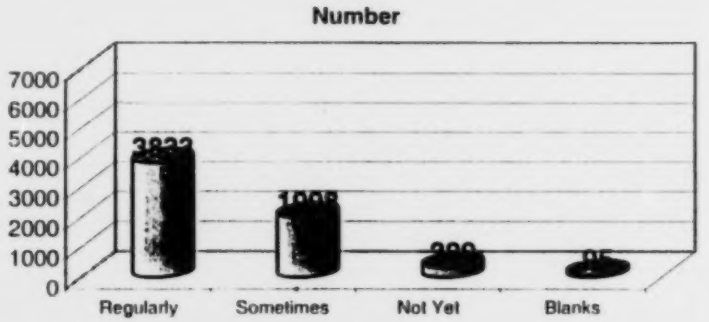
PRESCHOOL PROGRESS REPORT

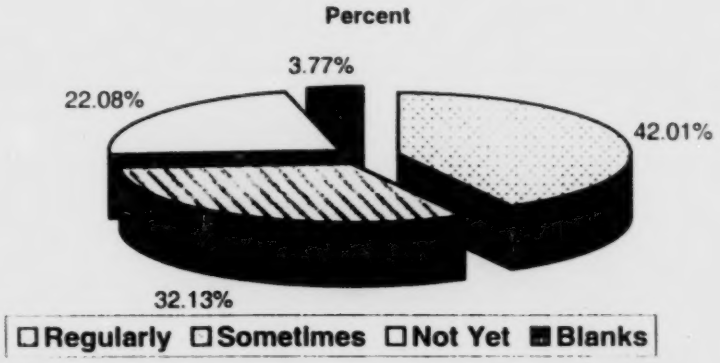
District Summary
Fall, 2001

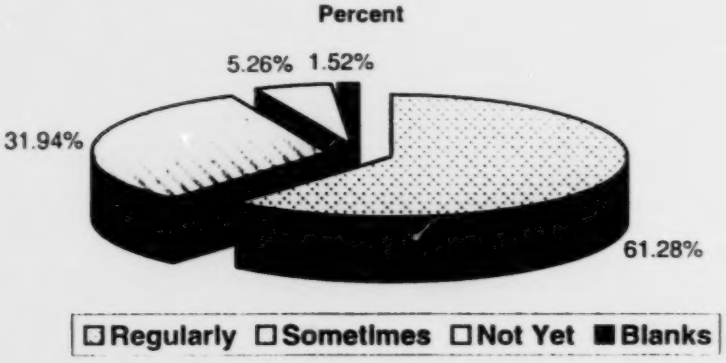
Item 15	Assessment	Number	Percent
Bounces	Regularly	2628	42.01%
	Sometimes	2010	32.13%
	Not Yet	1381	22.08%
	Blanks	236	3.77%
	Total	6255	100.00%

Item 16	Assessment	Number	Percent
Demonstrates eye/hand coordination by using puzzles blocks and manipulatives	Regularly	3833	61.28%
	Sometimes	1998	31.94%
	Not Yet	329	5.26%
	Blanks	95	1.52%
	Total	6255	100.00%









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JW / JK, 1/3/02

Figure 10

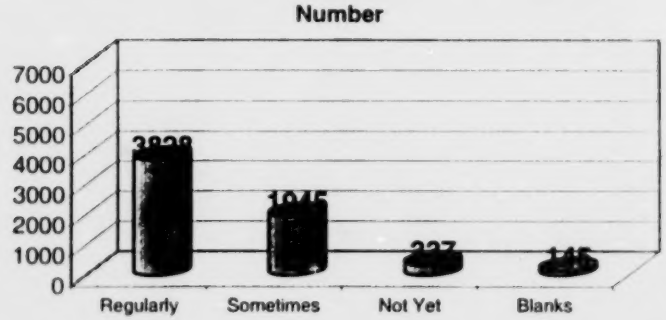
Detroit Public Schools

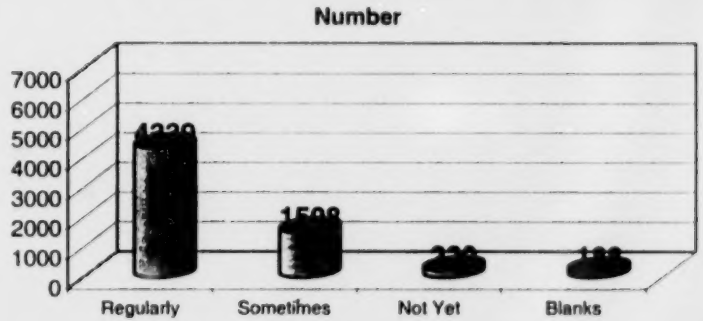
PRESCHOOL PROGRESS REPORT

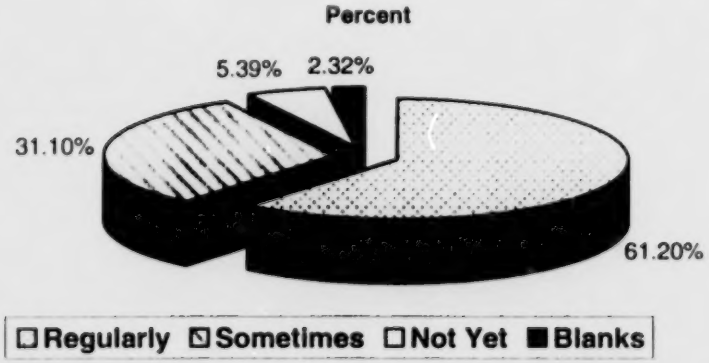
District Summary
Fall, 2001

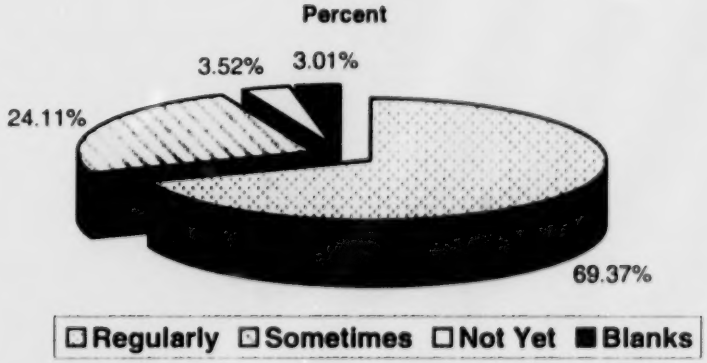
Item 17	Assessment	Number	Percent
Holds and manipulates crayons pencils, and brushes	Regularly	3828	61.20%
	Sometimes	1945	31.10%
	Not Yet	337	5.39%
	Blanks	145	2.32%
	Total	6255	100.00%

Item 18	Assessment	Number	Percent
Scribbles	Regularly	4339	69.37%
	Sometimes	1508	24.11%
	Not Yet	220	3.52%
	Blanks	188	3.01%
	Total	6255	100.00%









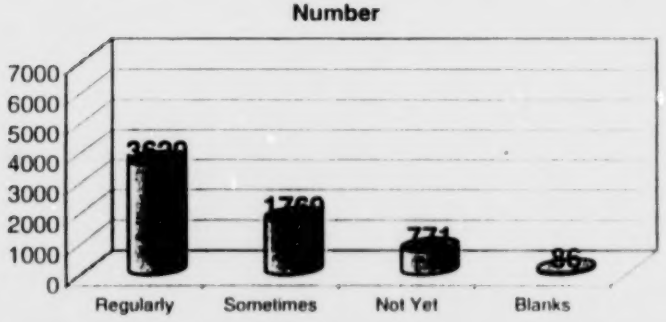
Detroit Public Schools

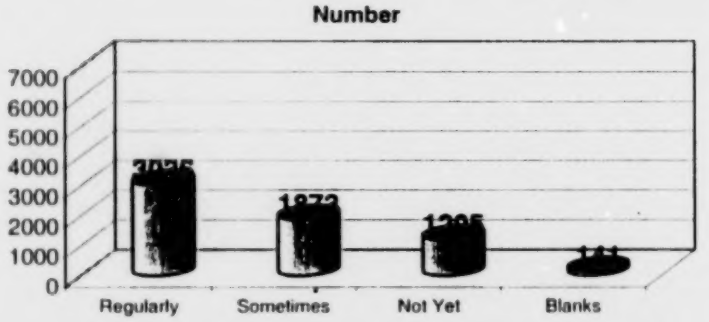
PRESCHOOL PROGRESS REPORT

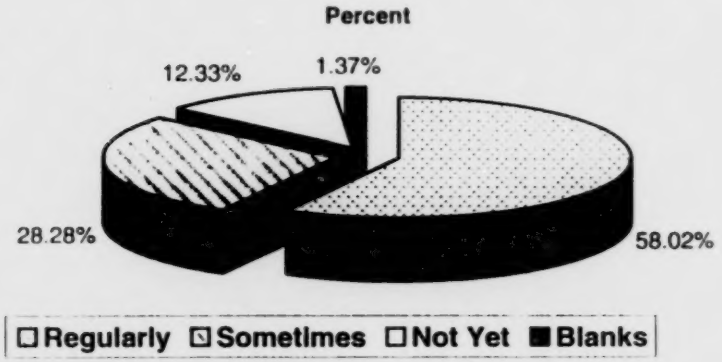
District Summary
Fall, 2001

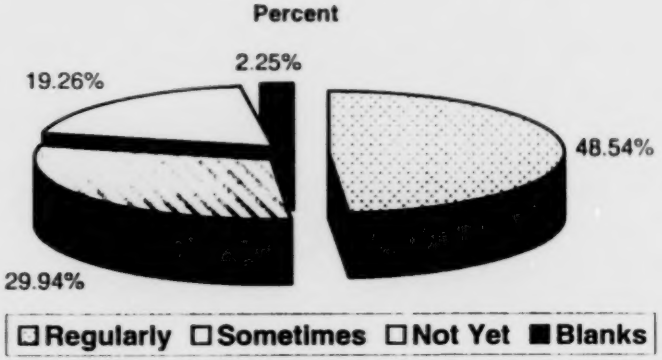
Item 19	Assessment	Number	Percent
Draws lines	Regularly	3629	58.02%
	Sometimes	1769	28.28%
	Not Yet	771	12.33%
	Blanks	86	1.37%
	Total	6255	100.00%

Item 20	Assessment	Number	Percent
Draws circles	Regularly	3036	48.54%
	Sometimes	1873	29.94%
	Not Yet	1205	19.26%
	Blanks	141	2.25%
	Total	6255	100.00%









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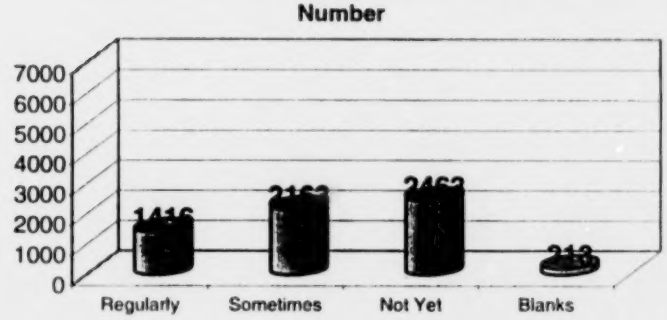
Detroit Public Schools

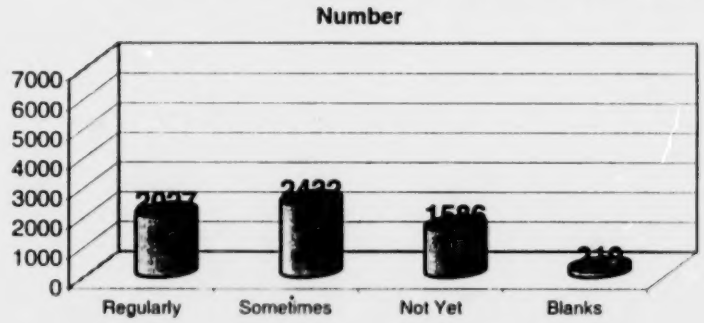
PRESCHOOL PROGRESS REPORT

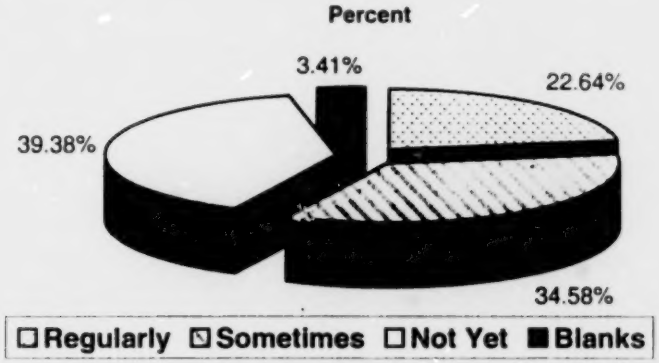
District Summary
Fall, 2001

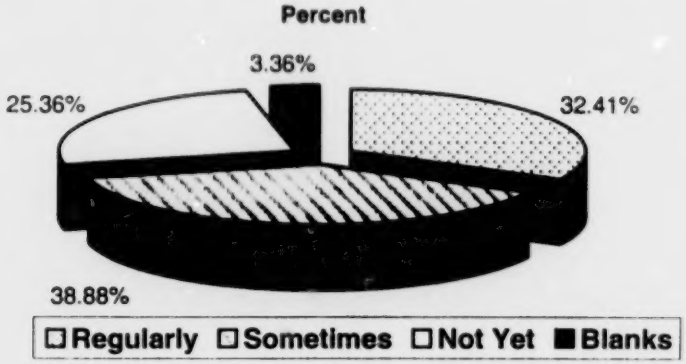
Item 21	Assessment	Number	Percent
Copies shapes	Regularly	1416	22.64%
	Sometimes	2163	34.58%
	Not Yet	2463	39.38%
	Blanks	213	3.41%
	Total	6255	100.00%

Item 22	Assessment	Number	Percent
Holds and uses scissors	Regularly	2027	32.41%
	Sometimes	2432	38.88%
	Not Yet	1586	25.36%
	Blanks	210	3.36%
	Total	6255	100.00%









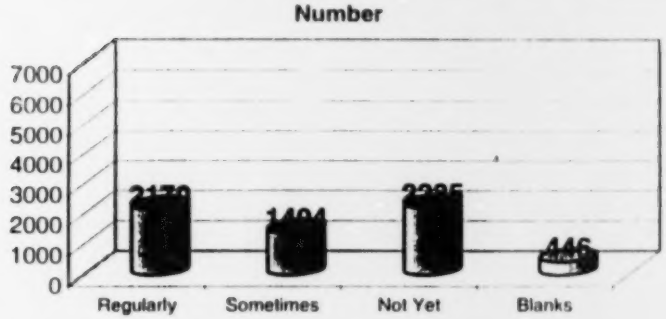
Detroit Public Schools

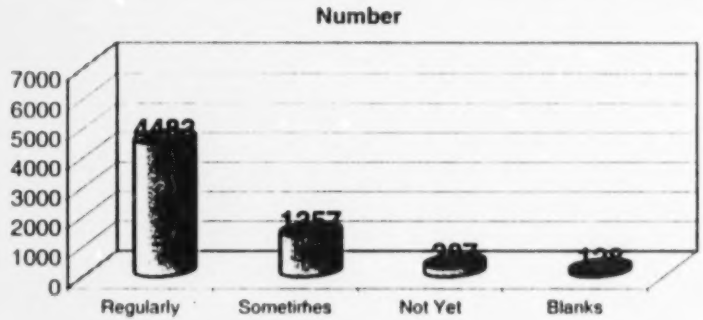
PRESCHOOL PROGRESS REPORT

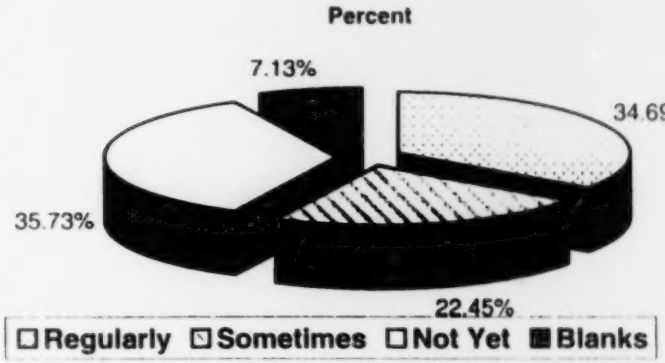
District Summary
Fall, 2001

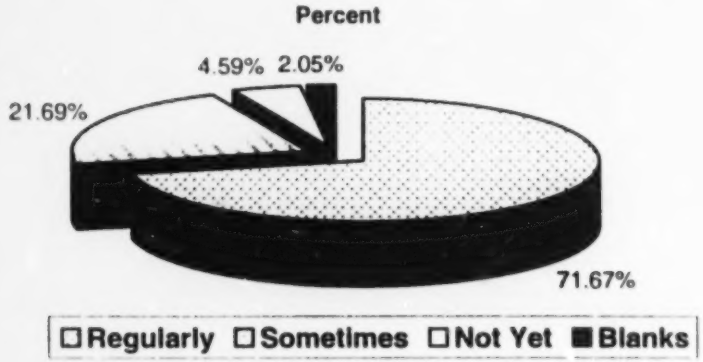
Item 23	Assessment	Number	Percent
Manipulates a computer mouse	Regularly	2170	34.69%
	Sometimes	1404	22.45%
	Not Yet	2235	35.73%
	Blanks	446	7.13%
	Total	6255	100.00%

Item 24	Assessment	Number	Percent
Dresses self	Regularly	4483	71.67%
	Sometimes	1357	21.69%
	Not Yet	287	4.59%
	Blanks	128	2.05%
	Total	6255	100.00%









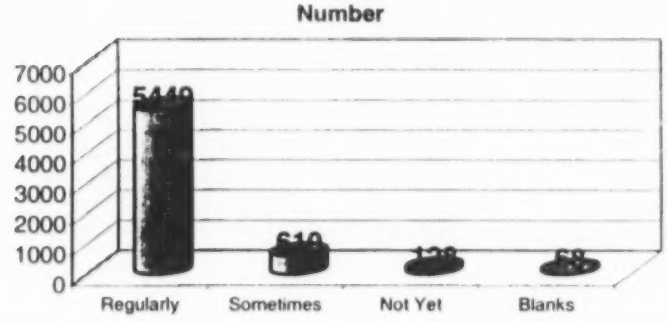
Detroit Public Schools

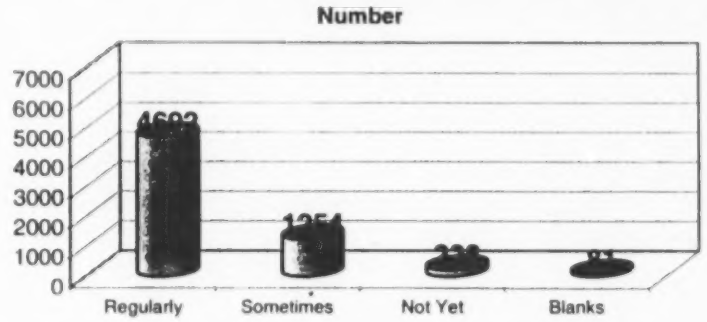
PRESCHOOL PROGRESS REPORT

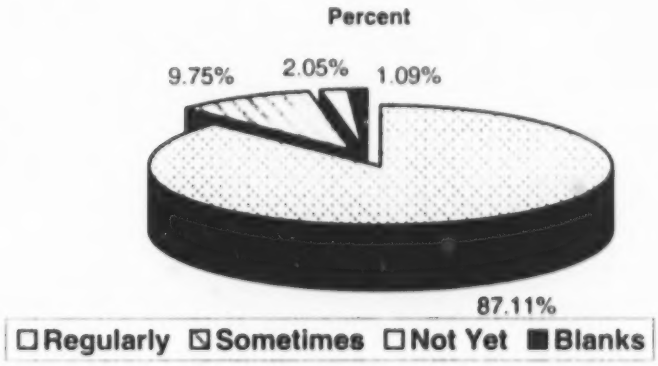
District Summary
Fall, 2001

Item 25	Assessment	Number	Percent
Cares for biological needs	Regularly	5449	87.11%
	Sometimes	610	9.75%
	Not Yet	128	2.05%
	Blanks	68	1.09%
	Total	6255	100.00%

Item 26	Assessment	Number	Percent
Cares for possessions	Regularly	4692	75.01%
	Sometimes	1254	20.05%
	Not Yet	228	3.65%
	Blanks	81	1.29%
	Total	6255	100.00%







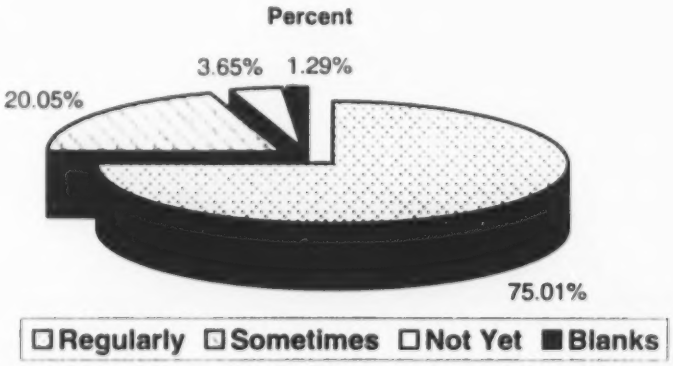


Figure 15

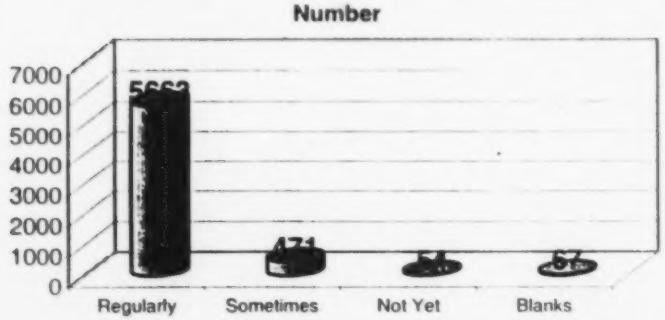
Detroit Public Schools

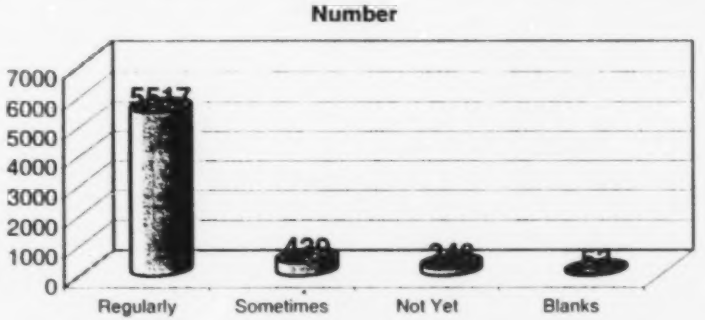
PRESCHOOL PROGRESS REPORT

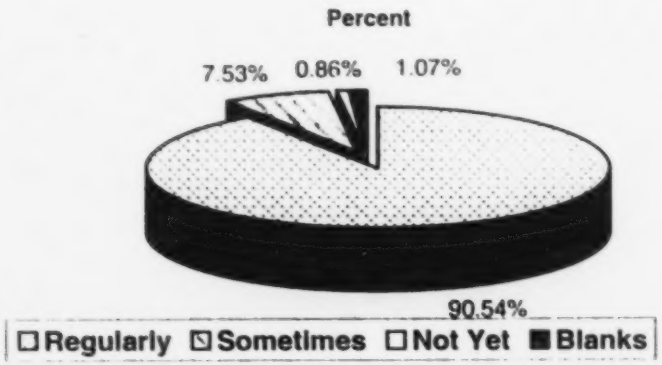
District Summary
Fall, 2001

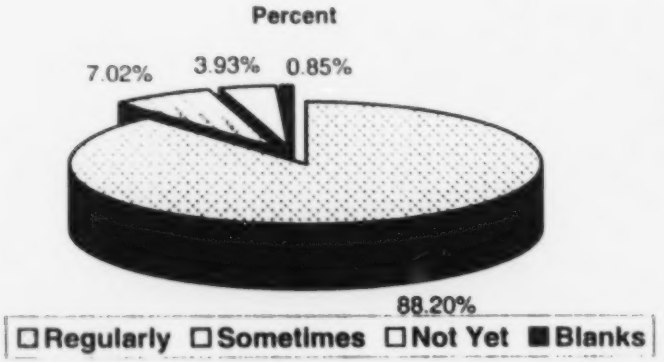
Item 27	Assessment	Number	Percent
Responds to own name	Regularly	5663	90.54%
	Sometimes	471	7.53%
	Not Yet	54	0.86%
	Blanks	67	1.07%
	Total	6255	100.00%

Item 28	Assessment	Number	Percent
States first name	Regularly	5517	88.20%
	Sometimes	439	7.02%
	Not Yet	246	3.93%
	Blanks	53	0.85%
	Total	6255	100.00%









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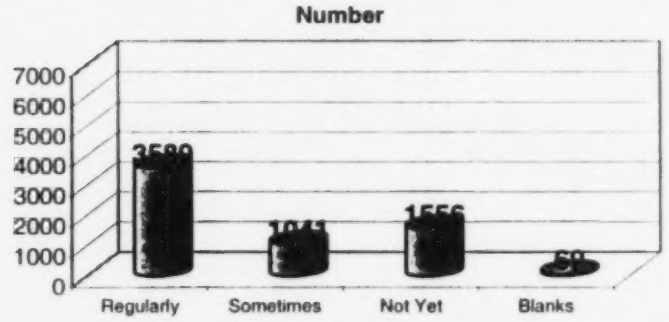
Detroit Public Schools

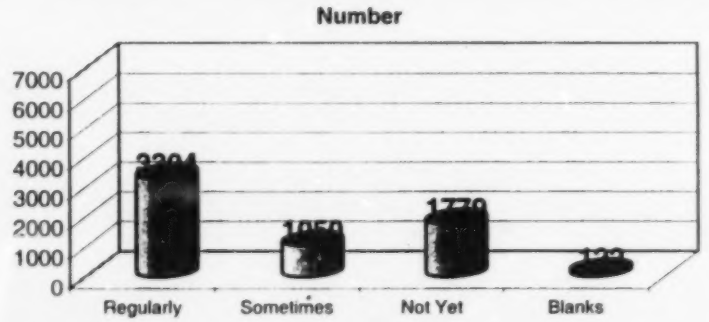
PRESCHOOL PROGRESS REPORT

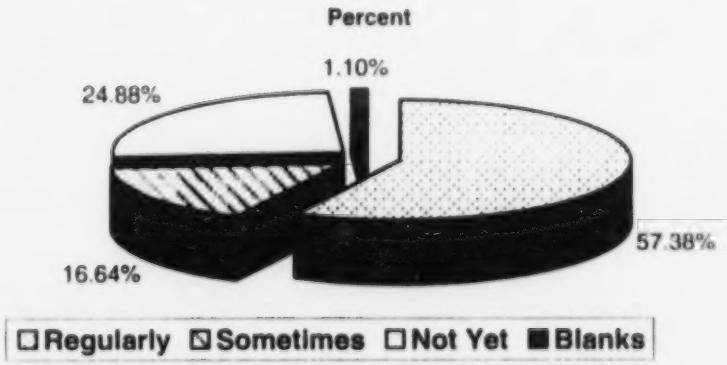
District Summary
Fall, 2001

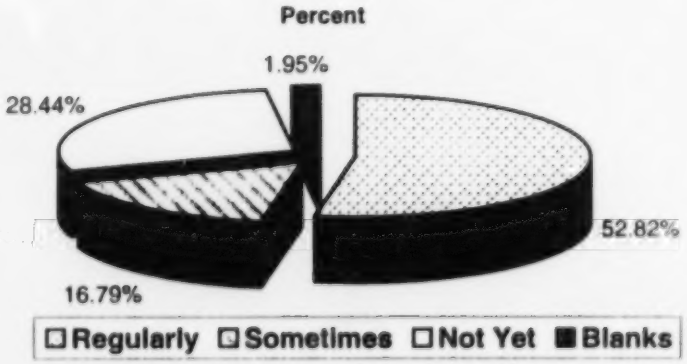
Item 29	Assessment	Number	Percent
States last name	Regularly	3589	57.38%
	Sometimes	1041	16.64%
	Not Yet	1556	24.88%
	Blanks	69	1.10%
	Total	6255	100.00%

Item 30	Assessment	Number	Percent
States full name	Regularly	3304	52.82%
	Sometimes	1050	16.79%
	Not Yet	1779	28.44%
	Blanks	122	1.95%
	Total	6255	100.00%









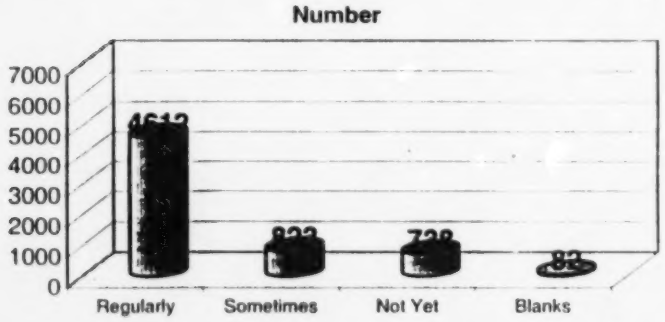
Detroit Public Schools

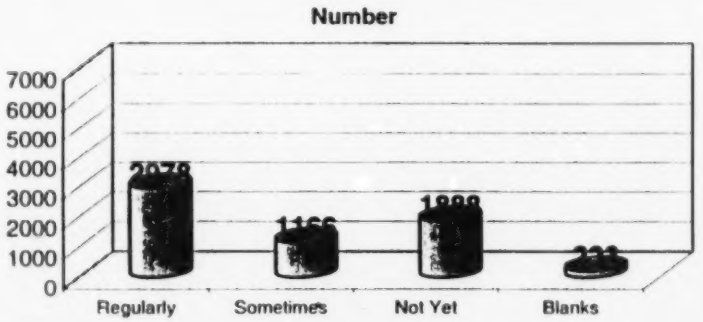
PRESCHOOL PROGRESS REPORT

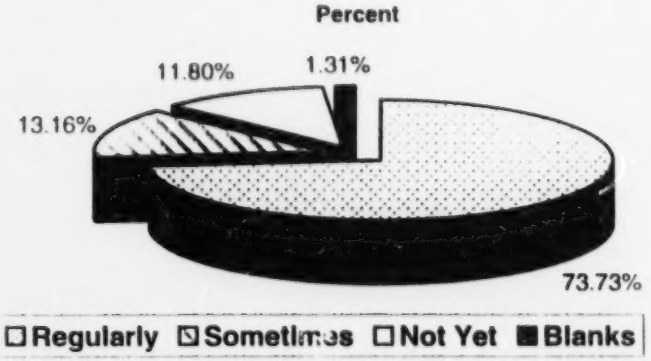
District Summary
Fall, 2001

Item 31	Assessment	Number	Percent
States age	Regularly	4612	73.73%
	Sometimes	823	13.16%
	Not Yet	738	11.80%
	Blanks	82	1.31%
	Total	6255	100.00%

Item 32	Assessment	Number	Percent
Recognizes own first initial in print	Regularly	2978	47.61%
	Sometimes	1166	18.64%
	Not Yet	1888	30.18%
	Blanks	223	3.57%
	Total	6255	100.00%







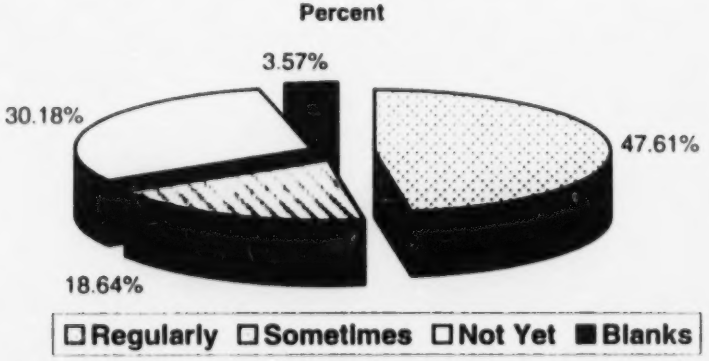


Figure 18

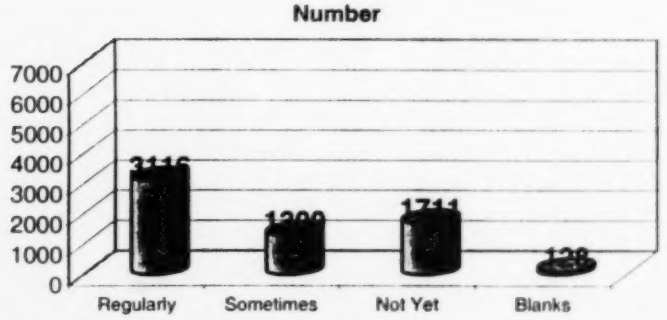
Detroit Public Schools

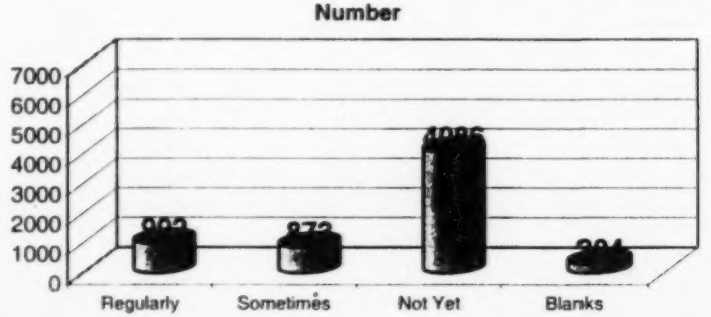
PRESCHOOL PROGRESS REPORT

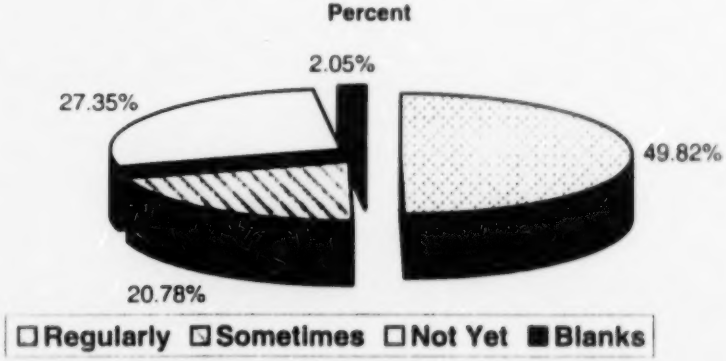
District Summary
Fall, 2001

Item 33	Assessment	Number	Percent
Recognizes own first name in print	Regularly	3116	49.82%
	Sometimes	1300	20.78%
	Not Yet	1711	27.35%
	Blanks	128	2.05%
	Total	6255	100.00%

Item 34	Assessment	Number	Percent
Recognizes own last name in print	Regularly	992	15.86%
	Sometimes	873	13.96%
	Not Yet	4086	65.32%
	Blanks	304	4.86%
	Total	6255	100.00%







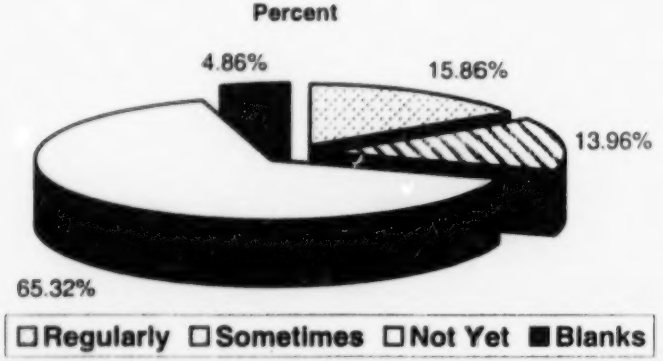


Figure 19

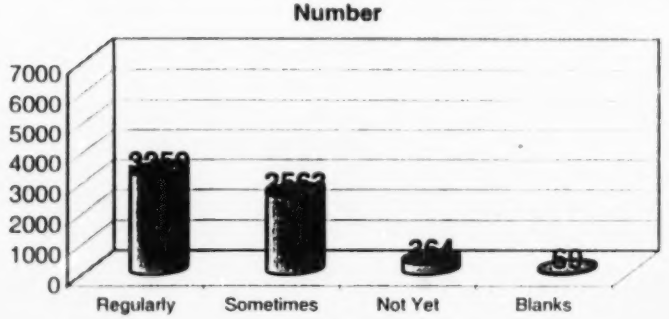
Detroit Public Schools

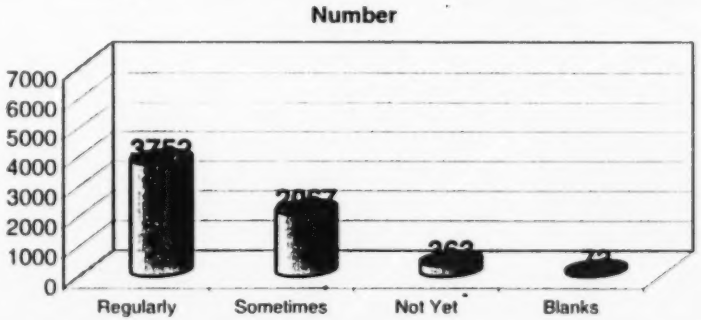
PRESCHOOL PROGRESS REPORT

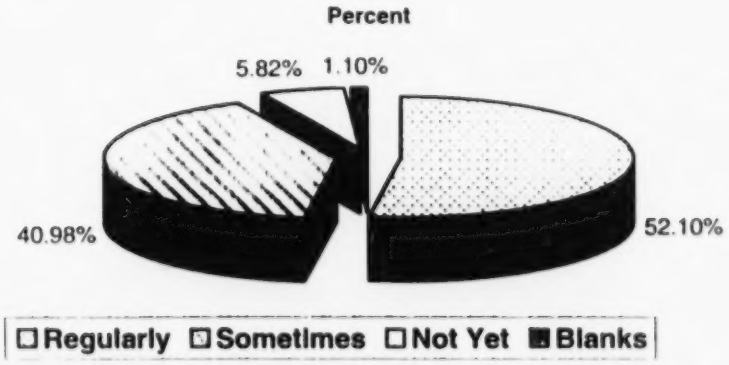
District Summary
Fall, 2001

Item 35	Assessment	Number	Percent
Follows directions	Regularly	3259	52.10%
	Sometimes	2563	40.98%
	Not Yet	364	5.82%
	Blanks	69	1.10%
	Total	6255	100.00%

Item 36	Assessment	Number	Percent
Demonstrates ability to listen to stories, poems, rhymes, or music	Regularly	3752	59.98%
	Sometimes	2067	33.05%
	Not Yet	363	5.80%
	Blanks	73	1.17%
	Total	6255	100.00%







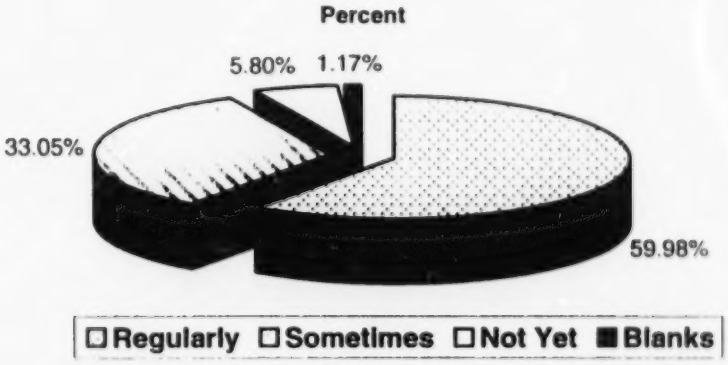


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Figure 20

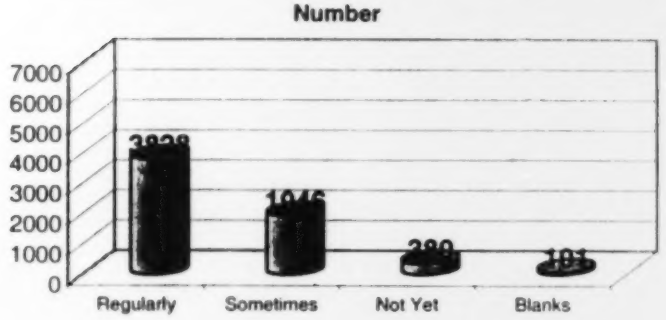
Detroit Public Schools

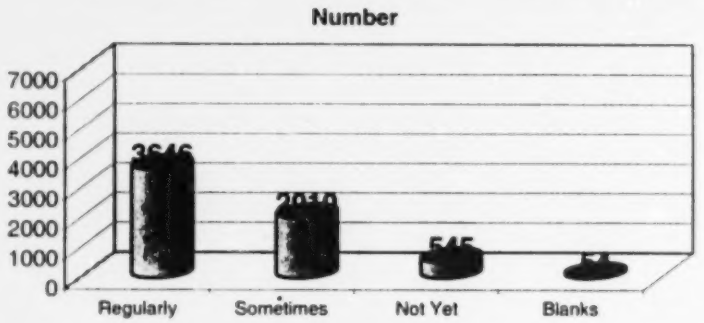
PRESCHOOL PROGRESS REPORT

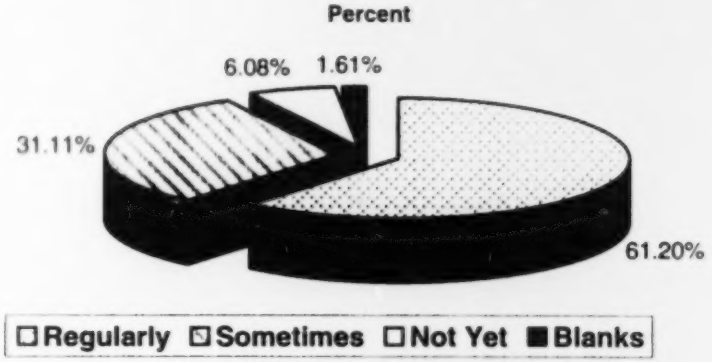
District Summary
Fall, 2001

Item 37	Assessment	Number	Percent
Handles books appropriately	Regularly	3828	61.20%
	Sometimes	1946	31.11%
	Not Yet	380	6.08%
	Blanks	101	1.61%
	Total	6255	100.00%

Item 38	Assessment	Number	Percent
Converses with adults	Regularly	3646	58.29%
	Sometimes	2010	32.13%
	Not Yet	545	8.71%
	Blanks	54	0.86%
	Total	6255	100.00%







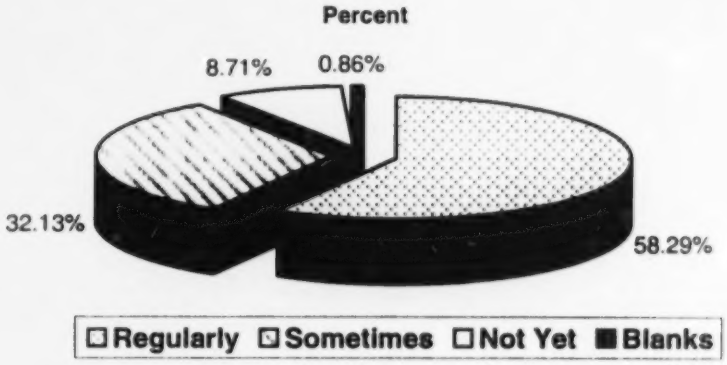


Figure 21

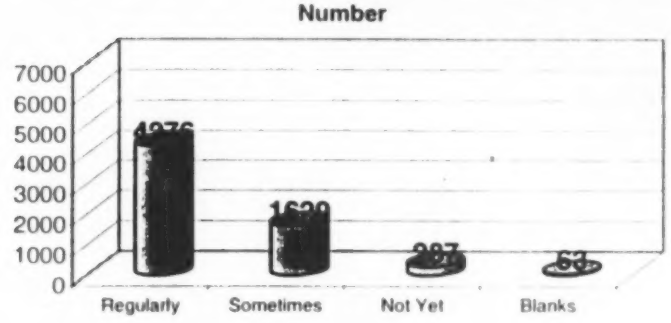
Detroit Public Schools

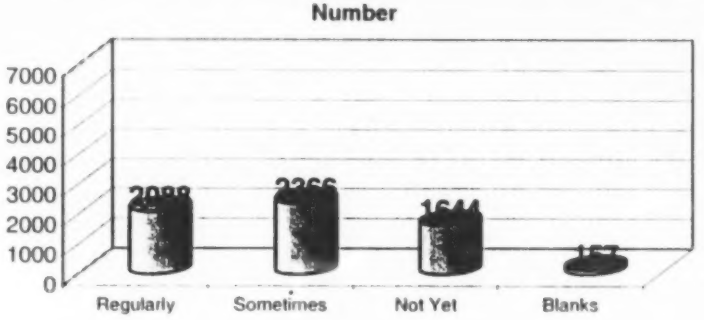
PRESCHOOL PROGRESS REPORT

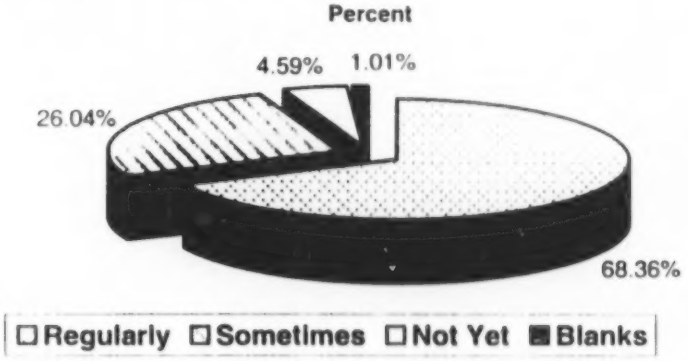
District Summary
Fall, 2001

Item 39	Assessment	Number	Percent
Converses with other children	Regularly	4276	68.36%
	Sometimes	1629	26.04%
	Not Yet	287	4.59%
	Blanks	63	1.01%
	Total	6255	100.00%

Item 40	Assessment	Number	Percent
Describes pictures, objects, or events in some detail	Regularly	2088	33.38%
	Sometimes	2366	37.83%
	Not Yet	1644	26.28%
	Blanks	157	2.51%
	Total	6255	100.00%







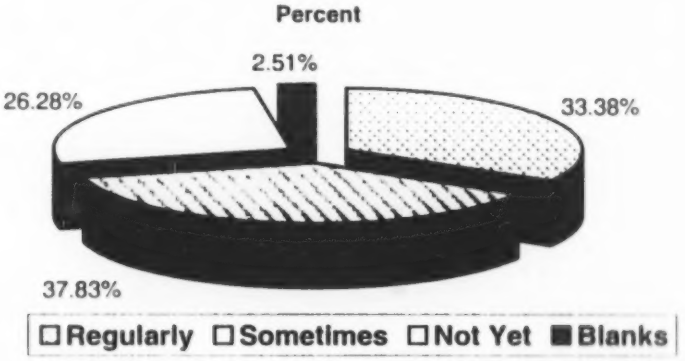


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Figure 22

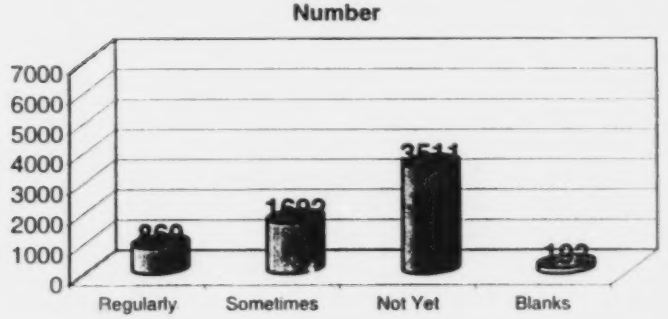
Detroit Public Schools

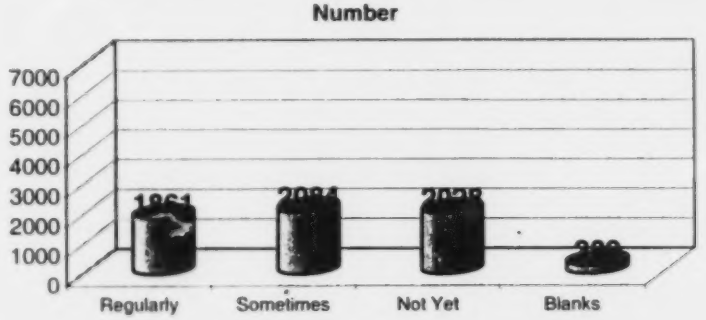
PRESCHOOL PROGRESS REPORT

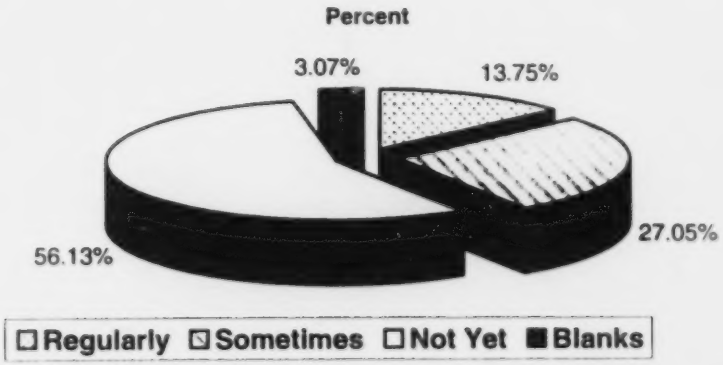
District Summary
Fall, 2001

Item 41	Assessment	Number	Percent
Describes pictures, objects, or events in great detail	Regularly	860	13.75%
	Sometimes	1692	27.05%
	Not Yet	3511	56.13%
	Blanks	192	3.07%
	Total	6255	100.00%

Item 42	Assessment	Number	Percent
Duplicates a one-attribute pattern with direction	Regularly	1861	29.75%
	Sometimes	2084	33.32%
	Not Yet	2028	32.42%
	Blanks	282	4.51%
	Total	6255	100.00%







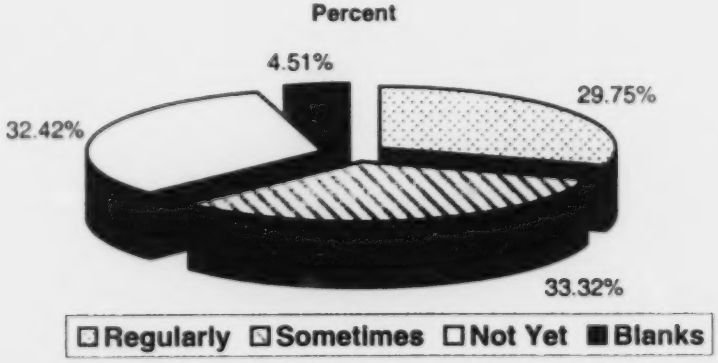


Figure 23

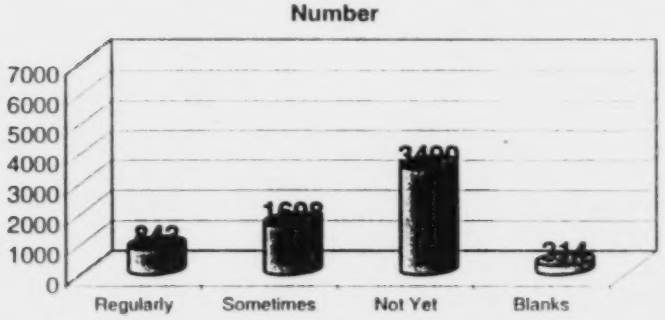
Detroit Public Schools

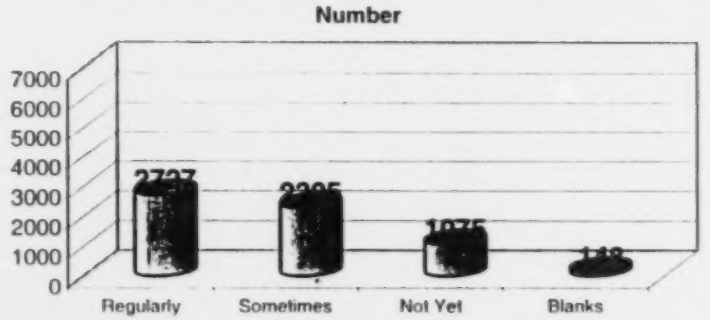
PRESCHOOL PROGRESS REPORT

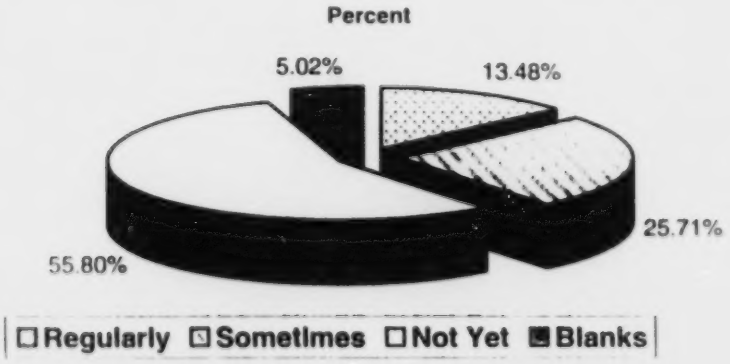
District Summary
Fall, 2001

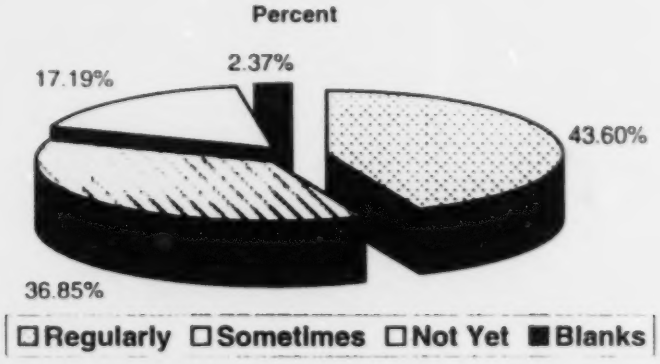
Item 43	Assessment	Number	Percent
Duplicates a one-attribute pattern independently	Regularly	843	13.48%
	Sometimes	1608	25.71%
	Not Yet	3490	55.80%
	Blanks	314	5.02%
	Total	6255	100.00%

Item 44	Assessment	Number	Percent
Sorts objects with direction	Regularly	2727	43.60%
	Sometimes	2305	36.85%
	Not Yet	1075	17.19%
	Blanks	148	2.37%
	Total	6255	100.00%









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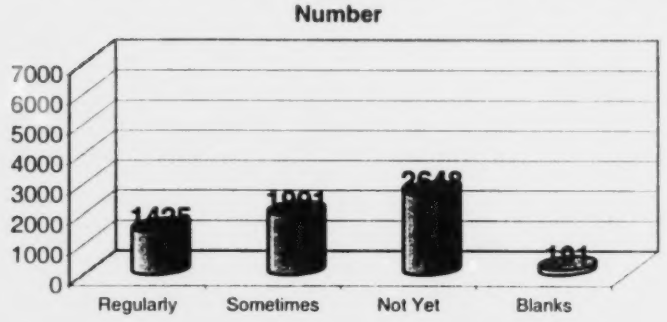
Detroit Public Schools

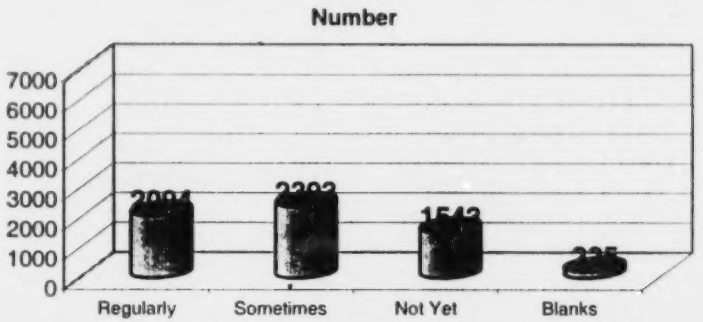
PRESCHOOL PROGRESS REPORT

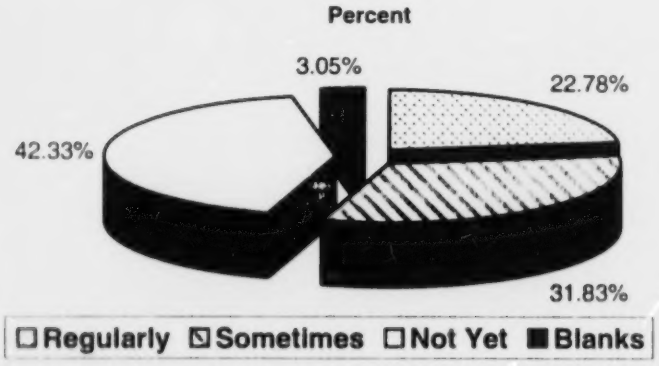
District Summary
Fall, 2001

Item 45	Assessment	Number	Percent
Sorts objects independently	Regularly	1425	22.78%
	Sometimes	1991	31.83%
	Not Yet	2648	42.33%
	Blanks	191	3.05%
	Total	6255	100.00%

Item 46	Assessment	Number	Percent
Counts objects	Regularly	2094	33.48%
	Sometimes	2393	38.26%
	Not Yet	1543	24.67%
	Blanks	225	3.60%
	Total	6255	100.00%







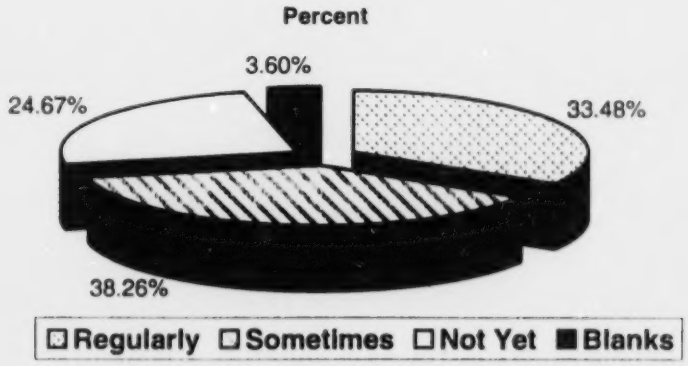


Figure 25

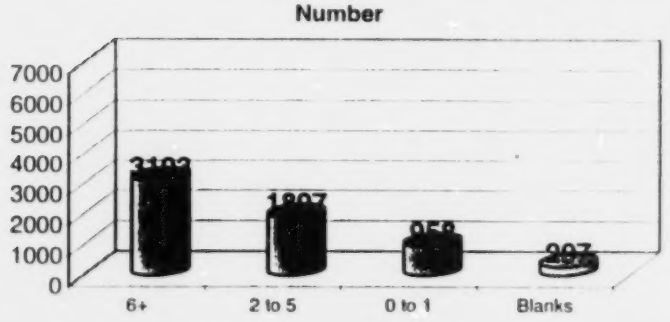
Detroit Public Schools

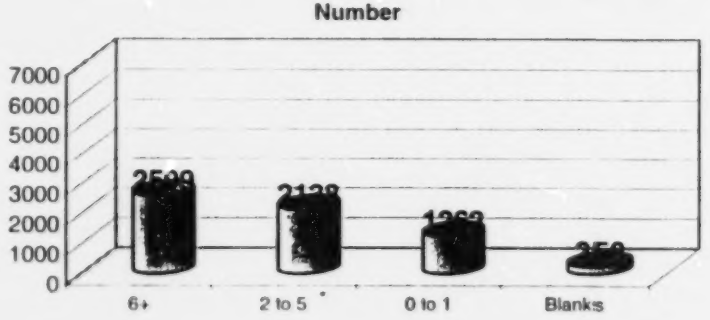
PRESCHOOL PROGRESS REPORT

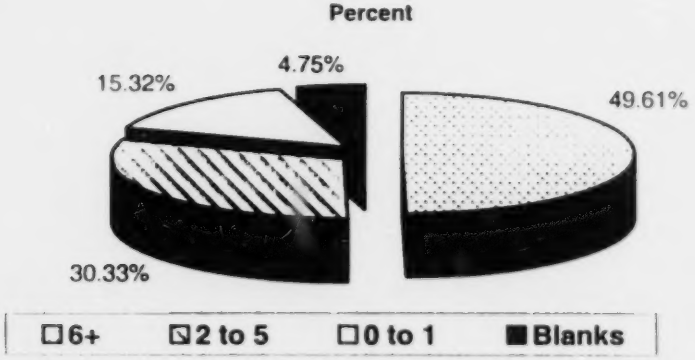
District Summary
Fall, 2001

Item 47	Assessment	Number	Percent
Matches basic colors	6+	3103	49.61%
	2 to 5	1897	30.33%
	0 to 1	958	15.32%
	Blanks	297	4.75%
	Total	6255	100.00%

Item 48	Assessment	Number	Percent
Points to basic colors	6+	2599	41.55%
	2 to 5	2138	34.18%
	0 to 1	1262	20.18%
	Blanks	256	4.09%
	Total	6255	100.00%







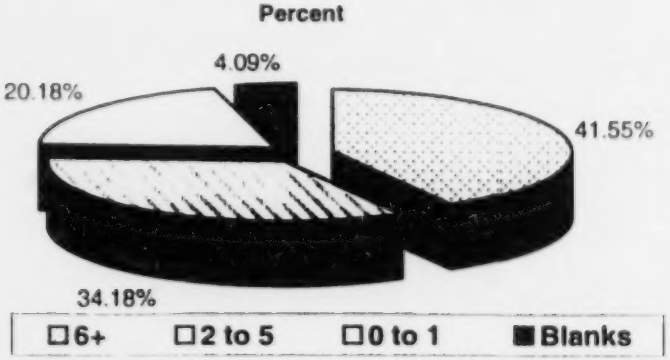


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Figure 26

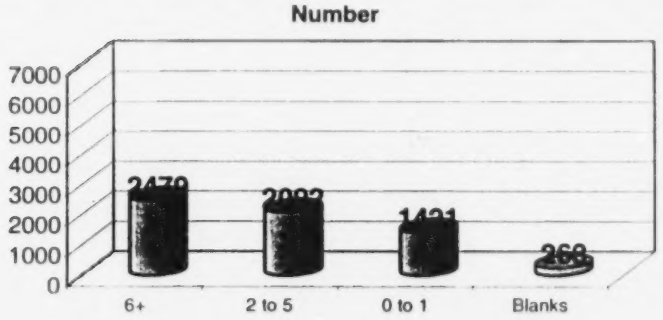
Detroit Public Schools

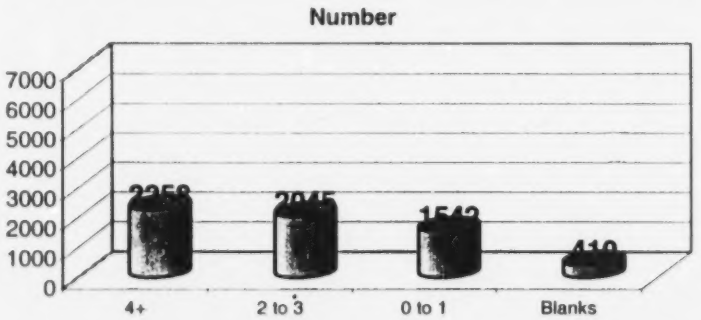
PRESCHOOL PROGRESS REPORT

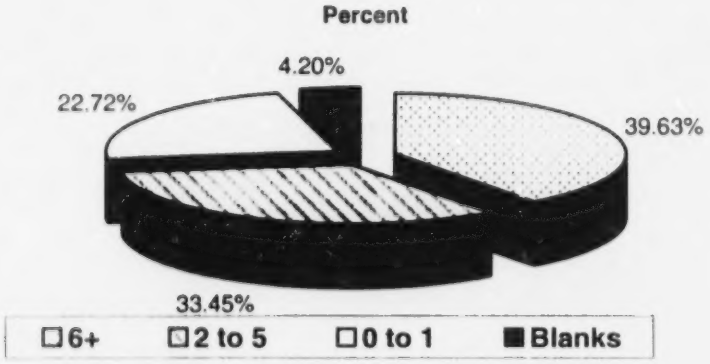
District Summary
Fall, 2001

Item 49	Assessment	Number	Percent
Names basic colors	6+	2479	39.63%
	2 to 5	2092	33.45%
	0 to 1	1421	22.72%
	Blanks	263	4.20%
	Total	6255	100.00%

Item 50	Assessment	Number	Percent
Matches shapes	4+	2258	36.10%
	2 to 3	2045	32.69%
	0 to 1	1542	24.65%
	Blanks	410	6.55%
	Total	6255	100.00%







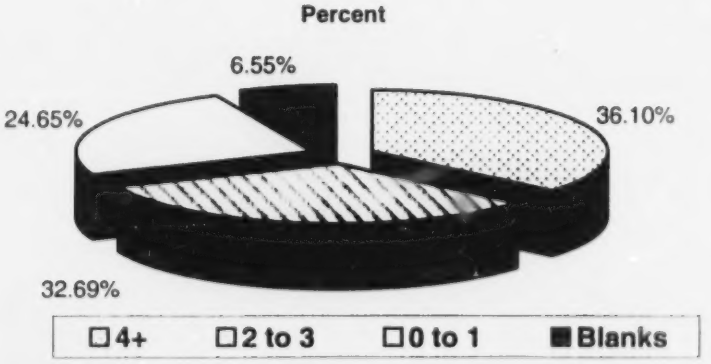


Figure 27

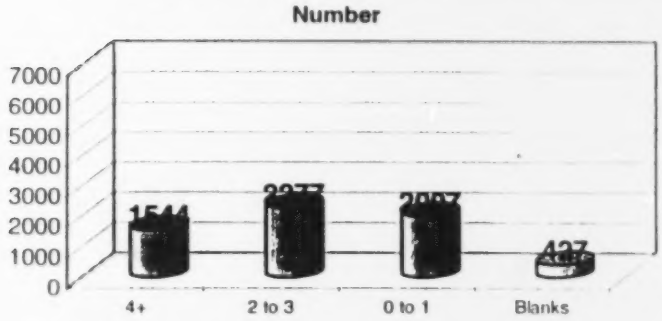
Detroit Public Schools

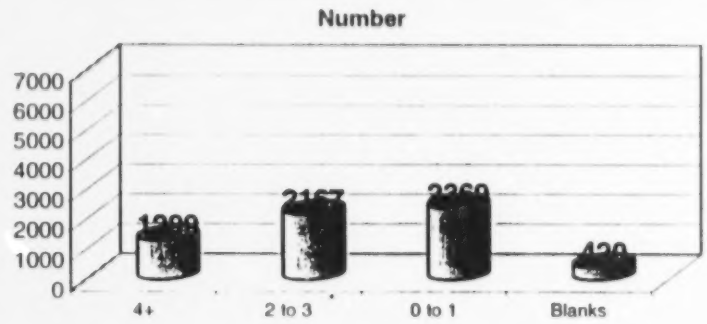
PRESCHOOL PROGRESS REPORT

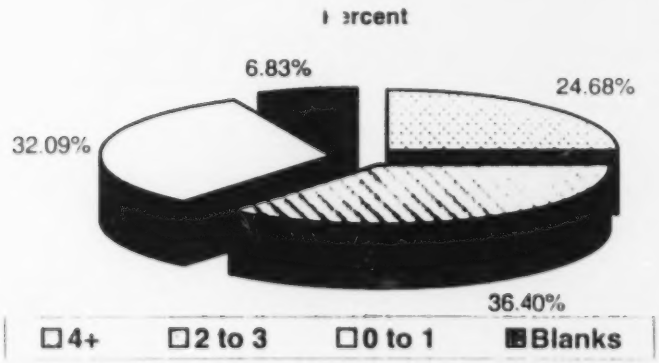
District Summary
Fall, 2001

Item 51	Assessment	Number	Percent
Points to shapes	4+	1544	24.68%
	2 to 3	2277	36.40%
	0 to 1	2007	32.09%
	Blanks	427	6.83%
	Total	6255	100.00%

Item 52	Assessment	Number	Percent
Names shapes	4+	1299	20.77%
	2 to 3	2167	34.64%
	0 to 1	2369	37.87%
	Blanks	420	6.71%
	Total	6255	100.00%







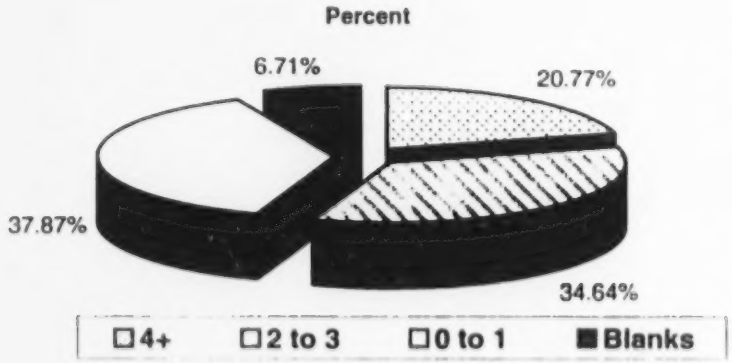


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Figure 28

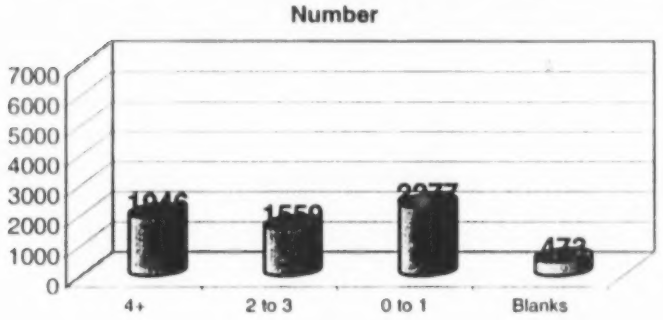
Detroit Public Schools

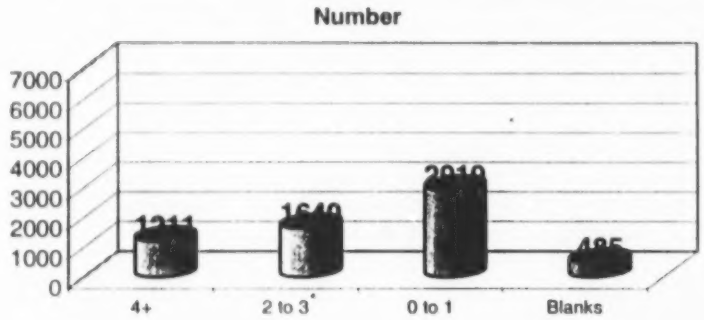
PRESCHOOL PROGRESS REPORT

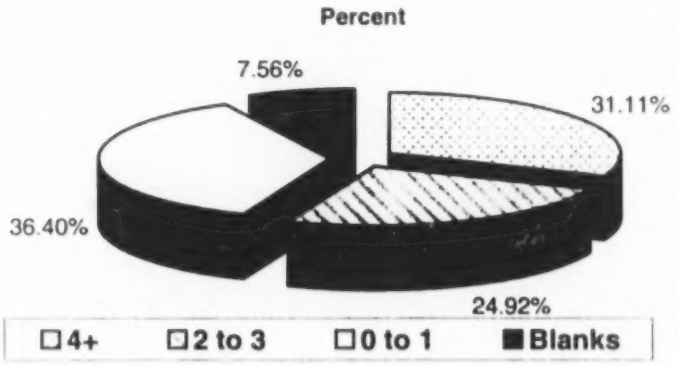
District Summary
Fall, 2001

Item 53	Assessment	Number	Percent
Matches numerals	4+	1946	31.11%
	2 to 3	1559	24.92%
	0 to 1	2277	36.40%
	Blanks	473	7.56%
	Total	6255	100.00%

Item 54	Assessment	Number	Percent
Points to numerals	4+	1211	19.36%
	2 to 3	1640	26.22%
	0 to 1	2919	46.67%
	Blanks	485	7.75%
	Total	6255	100.00%







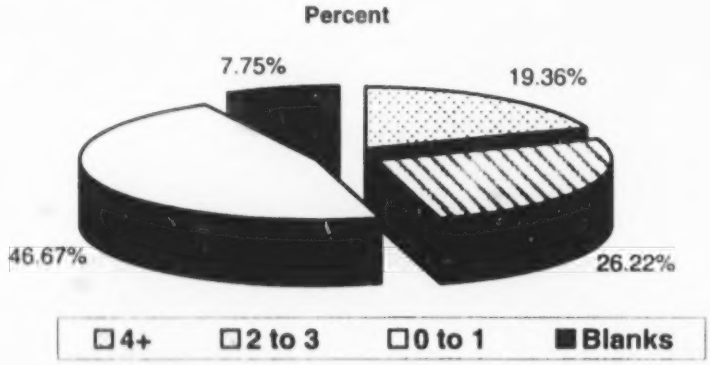


Figure 29

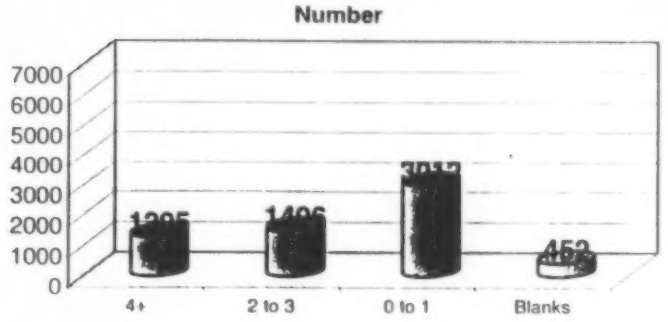
Detroit Public Schools

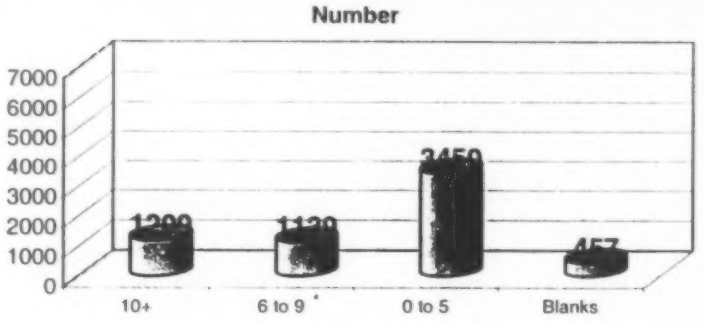
PRESCHOOL PROGRESS REPORT

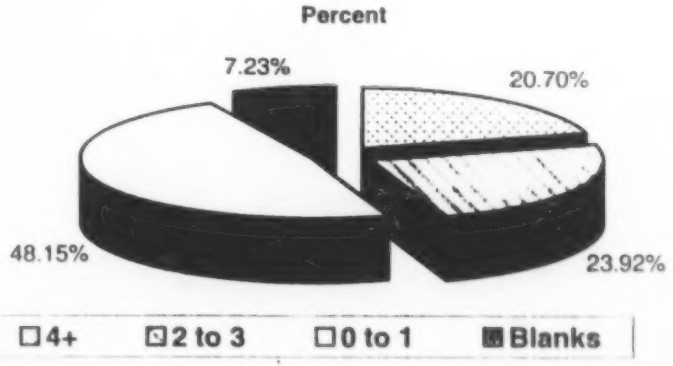
District Summary
Fall, 2001

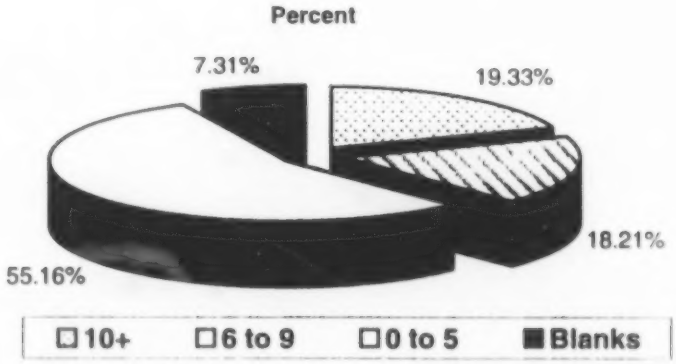
Item 55	Assessment	Number	Percent
Names numerals	4+	1295	20.70%
	2 to 3	1496	23.92%
	0 to 1	3012	48.15%
	Blanks	452	7.23%
	Total	6255	100.00%

Item 56	Assessment	Number	Percent
Matches letters	10+	1209	19.33%
	6 to 9	1139	18.21%
	0 to 5	3450	55.16%
	Blanks	457	7.31%
	Total	6255	100.00%









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PRESCHOOL PROGRESS REPORT

District Summary
Fall, 2001

Item 57	Assessment	Number	Percent
Points to letters	10+	659	10.54%
	6 to 9	1022	16.34%
	0 to 5	4098	65.52%
	Blanks	476	7.61%
	Total	6255	100.00%

Item 58	Assessment	Number	Percent
Names letters	10+	780	12.47%
	6 to 9	891	14.24%
	0 to 5	4148	66.31%
	Blanks	436	6.97%
	Total	6255	100.00%